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ABSTRACT

These teacher-developed learning activities for grades 4-7 deal with consumer law-related topics. The self-contained activities are organized into five sections. Section one contains a role-playing card game that helps students examine rules and feelings. For example, one role-playing situation involves a confrontation between a student and a bus driver. The situation is: "Before boarding the school bus after school, you stop to buy a snow cone because you are hungry. You know it is against the rules to eat on the bus, but you try to sneak the snow cone on the bus anyway. The bus driver stops you." The activities in the second section deal with behavior and consequences. For example, students analyze case studies, read and discuss a newspaper article about a burglary, and rank the consequences to victims and relatives of victims of crimes from 1=suffers the least to 7=suffers the most. "Cases . . . and Consequences" is the title of the third section. Through readings, role playing, and discussions, children become familiar with Florida laws concerning care of animals, the use of a BB gun by a child, tobacco, loitering, assault and battery, vandalism, shoplifting, and other topics. The activities in the fourth and fifth sections help children learn about the juvenile justice system and the adult criminal justice process. Students are involved in role playing, field trips, and classroom discussions. Included in the appendices are some additional resources such as rules for brainstorming. (RM)

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CONSUMER LAW-RELATED EDUCATION MATERIALS (GRADES 4-7)

OKEECHOBEE COUNTY

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SP 014 102

INTRODUCTION

For those citizens concerned abut legal processes, the 1970s and 1980s revealed some perplexing and disturbing trends. Newspaper headlines and stories in the elctronic media announced increases in crime (especially juvenile crime), court decisions which met with mixed reactions, and an array of administrative rule changes in courts, correctional systems, and schools which were misunderstood or the subject of heated controversy. While the facts surrounding these trends may be clear, responses to the facts have revealed value conflicts among citizens who have differing perceptions of authority and law in a free society.

An informal survey of editorial pages in newspapers reveals the extent of such citizen concern and the areas of conflicting perceptions:

1. A growing concern over crime with ambivalent confidence in, and support for, legal institutions and law enforcement agencies.

2. Perplexity over the extent of juvenile crime and related problems, with many explanations which lead some persons to demand a severe "crack down" by authorities, while other persons demand the reform of American institutions.

3. A lack of understanding of the function of law in a free society and practical limitations of legal processes and correctional agencies alone to cope adequately with crime and delinquency.

4. A lack of attention to matters of law and personal responsibility in schools which directly affect younger citizens' understanding of legal processes and the formation values appropriate to developing a sense of efficacy in their personal lives and in the legal fulfillment of their personal needs.

These areas of citizen concern can be met in part by an educational program which is focused, not only upon the present problems and immediate solutions, but also is concerned with the long term impact of the "solutions" upon citizen behavior and values. Such an educational program would be built upon citizen support and participation and would strive for the following broad objectives:

1. An understanding of the law and legal processes in an open, democratic society;

2. An understanding of the concepts of authority, order, property, and justice in the operation of legal and other institutions of our democractic society;

3. An understanding of the processes and functions of consumer issues and law enforcement in a free enterprise, democractic society; and

4. An understanding of the relationship between personal behavior and responsibility, on the one hand, and the needs of the social order, on the other, in a free society.

The activities and materials in this volume are attempts to begin law-related education for children in our schools. Our concern was with what children and their teachers were ready to work with. Together, with teachers, we developed initial materials related to rule-following behavior and consumer-law issues.

We are pleased by these initial attempts and hope that others find them useful.

Wayne Duncan

Wayne H. Duncan, Director
Tri-County Teacher Education Center
(Hardee, Highlands and Okeechobee Counties)

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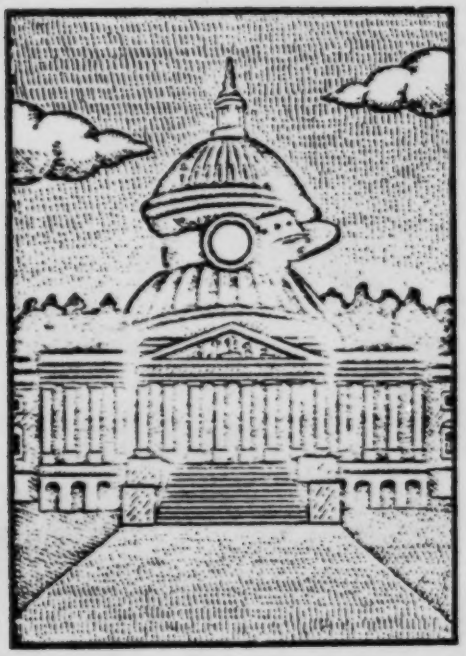
This teacher education and curriculum development program was supported with a mini-grant from the Law Education Program, the Department of Education, State of Florida, John Wheeler, Program Officer, 1981.

INTRODUCTION

WARM-UP ACTIVITIES FOR TEACHING ABOUT LAW AND SOCIAL RULES.....



Local modeling school to hold fashion show

The Rhonda Strickland Modeling School will hold its first fashion show of the season on Monday evening, Nov. 2 at the Okeechobee Elks Lodge. All proceeds and donations will go to the Okeechobee Red Cross chapter.

Fashion western wear from Swinks of West Palm Beach and A-1 Western Wear of Okeechobee will be featured. Tickets may be purchased from all modeling students at the school or by calling the school at 763-4481.

The modeling school is also sponsoring a Rainbow Beauty Pageant at the Elks Lodge on SR 70 East on Saturday, Nov. 14. All young ladies between the ages of two to 25 are invited to compete in sportswear and dressy dress.

Contestants will be judged on modeling ability, appearance, poise and personality. "Since we believe big is beautiful, there will be two categories for the contestants with a little something extra," said Miss Strickland. Winners and runners up in each category will receive trophies and a gift and will be eligible for the state pageant. Queens will receive crowns, trophies, banners and flowers.

For further information on entering this pageant, one may call the Rhonda Strickland Modeling School at 763-4481.

Rhonda Strickland, local modeling school owner, was the National Winner for best portfolio and second runnerup in the 1981 National World Modeling Pageant in New York City.

Modeling - How to Behave

1. Look the word model up in your dictionary. What does it mean?
2. How is Rhonda Strickland a model? What does she model?
3. Is it correct to say that other persons can be models of good or bad behavior for us? How might they model good or bad behavior?
4. Point out some models of good behavior in your town. Why are they models? What good rules or laws do they obey?

REPUBLIC AIRLINES

occupied
ocupado
occupée

DO NOT REMOVE FROM AIRCRAFT

NO LLEVARSE DEL AVIÓN

NE PRENEZ PAS DE L'AVION

READ THIS SIGN-CARD CAREFULLY. IT IS FOUND IN THE POCKET AT ALL SEATS IN AN AIRPLANE.

WHAT DOES THIS SIGN-CARD TELL US ABOUT RULES ON AIRPLANES? WHAT DOES AN AIRPLANE PASSENGER DO WITH THIS CARD?

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BICYCLE RULES.....WHY?

The Florida Driver's Handbook lays out the following rules for driving mopeds and riding bicycles.

STATE LAW FOR BICYCLE AND MOPED RIDERS

Every person riding a bicycle or moped upon a roadway should be granted all the rights given the car driver and should obey the same traffic rules and sign regulations.

KNOW AND OBEY THESE MOPED LAWS

- No person under 15 years of age shall operate a moped.
- Mopeds shall not be operated on paths or parts of roadway set aside for the exclusive use of bicycles.
- No person shall operate a moped at a speed greater than 25 mph.
- Operators of mopeds are not required to have a driver license, tag, insurance or helmet.

KNOW AND OBEY THESE BICYCLE LAWS

- Keep at least one hand on the handle bars.
- Give hand signals.
- Always use a bicycle path near the roadway if one is provided.
- Stop completely at stop signs, look both ways, then go ahead when the way is clear.
- Never carry passengers.
- Sit on the bicycle seat only.
- Ride on the right hand side of the street. Stay close to the curb.
- Ride no more than two side by side. (Safer to ride single file.)
- Never hitch rides (to be safe, do not ride closely behind a car or truck).
- When leaving an alley, stop and give the right-of-way to people on the sidewalk as well as cars in the street.

SAFE RIDING HABITS

To ride safely, it is not enough to merely obey the law. The careful bike rider trains himself to observe the following practices:

- Keep your bike under control at all times.
- Do not zig-zag or weave in and out of traffic.
- Try not to ride at night. If you do, have a red reflector at the rear and a bright headlight.
- Keep your brakes in good working order.
- Have a bell or horn—but not a siren or whistle.
- At busy intersections get off and "walk" your bike across.
- Never ride your bike on the sidewalk within a business district.
- Carry parcels in racks or carriers.

1. Why does Florida have bicycle safety rules?

2. Take any rule listed above. What are the consequences of breaking that rule when you are riding a bike?

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OFTEN SIGNS TELL US ABOUT RULES OR LAWS. WHAT DO THE FOLLOWING SIGNS TELL US ABOUT HOW WE SHOULD BEHAVE?

Falling or fallen rocks

Children

Quayside or river bank

Opening or swing bridge

Cross roads

Series of bends

Road works

Slippery road

Uneven road

Pedestrian crossing

Railroad crossing with automatic half-barriers ahead

Railroad crossing with other barrier or gate ahead

Railroad crossing without gate or barrier ahead

Right-hand lane closed (symbols may be varied)

Road narrows on both sides

Roundabout

Four-lane highway ends

Wild animals

Maximum speed limit

No entry

No overtaking

No pedestrians

police report

Ft. Pierce men face marijuana charges

Three Ft. Pierce men were arrested on pot possession charges last Wednesday morning after state game wardens searched the car they were riding in and found about seven pounds of suspected marijuana.

Charged with possession of marijuana and held on $5,000 bond were Joseph Glenn Carver, 27; Steven Grady Patterson, 29, and Donald Joseph Storey, 20, all of Ft. Pierce. Carver and Storey were released from the Okeechobee County jail after posting bond Wednesday.

State Game and Fresh Water Fish Commission officers Dave Evans and Andy Love said the men were arrested at about 12:45 a.m. when the officers found what appeared to be marijuana sticking from a plastic bag in the car the men were traveling in on US 441.

Love said the men were stopped more than three hours after he and Evans received a complaint of illegal hunting activities off US 441, west of the Rollins Ranch.

At about 11:45 p.m. Tuesday, Love said he saw a car traveling south on US 441, and became suspicious when the car slowed, pulled in a nearby driveway, then turned around and headed north on the highway.

The car slowed agai turned around and be heading south, Love The suspected p were stopped an was searched Rd., where t made.

Tire theft thwarted by attentive neighbo

An Okeechobee man arted the theft Thur two tires from a when he in-

vestigated a noise at a neighboring business.

Mike Tolbert, 18, told police he watched two long-haired men pushing two tires taken from a trailer just as he went to see what was causing a noi behind Lee's Bicycle S at 508 W. North Par

The men aban tires and ran saw Tolbert said. Tol working shop

House

ees

READ EVERYTHING ON THIS PAGE. WHAT RULES OR LAWS ARE MENTIONED? WHAT RULES OR LAWS HAVE BEEN BROKEN?

"WIPED OUT!"

A recent TV documentary on 'white collar crime' shows how business is vulnerable to theft of funds or merchandise by trusted employees, as well as from outside criminals. **The Leonard Berger Insurance Agency** can protect you with Comprehensive Crime insurance.

LEONARD BERGER INSURANCE AGENCY
Phil Berger-Agent
763-6411
800 S. Parrott Ave.

Theft of clothes upsetting

Editor

I moved to Okeechobee seven or eight years ago. I grew to like the small town atmosphere, the openess and willingness of people to help their neighbors. But what is happening to our town?

A few weeks ago I was out walking. I passed by our courthouse and could not help but notice beer bottles, litter of all shapes and sizes scattered on the sidewalks and parking spaces.

Recently I did my laundry at the laundromat across the street from the Wee Child Care Center. I cannot afford a washing machine or dryer, and on this occasion I had washed the majority of my work clothes, a pair of new jeans and shirt, a bedspread, sheet, and all the towels I owned, etc. I left the clothes in two dryers, left them to run an errand and returned to the laundromat to find my clothes stolen.

Just what kind of place is Okeechobee becoming? What kind of people have to take someone's clothes? I work for and earn whatever I have, and I do not appreciate someone taking things that are of value to me, even if they are only articles of clothing. It's very sad, what Okeechobee is becoming...

Rosie Rauschenberg

6 13

HOW DOES THE LAW AFFECT PEOPLE'S LIVES?

Directions: Next to every daily activity, place an "X" in either the "Yes" or "No" space depending on whether you feel that the law (as you understand that term) does or does not affect that particular activity. If your response is yes, use the last column to briefly explain how the law affects that activity.

Activity	Any Legal Impact?		How?
	Yes	No	
1. Wake up, turn on light.			
2. Wash your face.			
3. Get dressed.			
4. Eat breakfast: cereal, bacon, eggs.			
5. Read the paper and see an ad for furniture sale (you're thinking of buying a sofa).			
6. Get in your car.			
7. Drive to school.			
8. Buy lunch in cafeteria.			
9. Stop in at furniture store and purchase a sofa on credit.			
10. Pick up your paycheck, go to bank, and deposit part of the check.			
11. Stop at supermarket and buy a roast, canned fruit and vegetables, milk.			
12. Pick up prescription at pharmacy.			
13. Stop at department store and charge a sweater.			

Developed by Harriet Bickleman Joseph.

Activity	Any Legal Impact?		How?
	Yes	No	
14. Go home and discover you have no heat. Call your landlord.			
15. Turn on the TV while you make dinner.			
16. Eat dinner.			
17. After dinner, a salesman appears at your door selling encyclopedias. You don't buy them.			
18. Your landlord drops by to explain that the pipes in the basement have burst but that water and heat should be restored within the hour.			
19. While the landlord is present, you pay him your rent.			
20. Watch more TV.			
21. Take a bath, wash your hair.			
22. Turn out the lights and go to bed.			

Read the following statements. Mark a T for true and an F for false.

_____1. In order to have an orderly classroom, it is necessary to have rules.

_____2. Once a law or rule is made, it should never be changed.

_____3. Almost everything we do is controlled by laws, rules, or regulations.

_____4. Responsibility means always doing what a friend wants you to do.

_____5. Most traffic laws also apply to bike riders.

_____6. One way to learn responsibility is by caring for a pet.

_____7. Parents, teachers, policemen are examples of authority figures.

_____8. Almost everyone is responsible to some authority.

_____9. Equal opportunity is a right of all people in a democracy.

_____10. Shoplifting is a form of stealing.

_____11. In a classroom a student does not need permission to use someone else's property.

_____12. A school building is an example of public property.

_____13. The word conduct means the way a person behaves.

_____14. A mock trial is a pretend trial.

_____15. Any person can serve on a jury.

---

16. Read the following news item. What does "modeling" have to do with learning to follow rules and laws?

Modeling show set for 7:30 p.m. Monday

The Rhonda Strickland Modeling School will hold its first fashion show of the season on Monday evening, Nov. 2 at the Okeechobee Elks Lodge. All proceeds and donations will go to the Okeechobee Red Cross chapter.

Fashion western wear

*DuVal County Schools,
Maurice P. Shuman, Jr.

RULES AND FEELINGS:

ROLE PLAYING CARD GAME

This noncompetitive game will help students to learn about themselves and their feelings about rules. To play the game, the teacher needs to cut up these printed pages so that he/she has a deck of role-playing cards. The cards should be shuffled and a student selected to play "YOU." That student selects another student to play the "OTHER PERSON."

"YOU" reads the card aloud (perhaps with the teacher's help) and then proceeds to role play the situation with the "OTHER PERSON." They have three minutes to do their role-play. After they have finished, the "OTHER PERSON" becomes "YOU" and selects a child to play the "OTHER PERSON." Another card is drawn from the deck and they role-play. Teachers and students should pause often to discuss the situations and the ways which students have played them out. This yields the educational benefits.

YOU: Melvin, a nice lad.

SITUATION: Hardee Elementary School has an Arbor Day program when trees are planted in the school yard by children. One day you are playing on the school yard when Zelda falls over a little tree and breaks it down. She was upset and urges you not to tell the teacher.

OTHER PERSON: Ms. Jones, your teacher who wants to know why Zelda is crying.

YOU: Joel, an eight-year old

SITUATION: Oh, my! It is night time and you cannot remember if you fed the fish and plugged in the heater for your classroom aquarium. This was your job!

OTHER PERSON: Joel's parent.

YOU: Susan, a person who wants to be famous.

SITUATION: You are playing in the school yard. After swinging and talking to friends, you begin to carve your initials into a tree's trunk. After completing two letters, Tom comes up and asks you why you are doing <u>that</u>! He doesn't want you to cut the "tree's skin."

OTHER PERSON: Tom.

YOU: Katherine, eleven years old.

SITUATION: Your mother has told you to never let any child into the house when she is away. Today, your mother is away. You are playing with Judy in the yard. She needs to use the bathroom. It is five blocks to her house. Do you let her into your house?

OTHER PERSON: Judy

YOU: Bill, a ball player.

SITUATION: Last year, a housing project for the elderly opened just next to your school. Now, after school ball players make too much noise for the elderly. They complain about the noise and the school is going to lock the fences so children cannot play on the school yard after school hours. The only other place to play ball is five miles away.

OTHER PERSON: Mr. Roberts, the school principal, who stops to chat with Bill.

YOU: Dianna, a hungry person.

SITUATION: Before boarding the school bus after school, you stop to buy a snow cone. You are hungry! You know it is against the rules to eat on the bus, but you try to sneak the snow cone on the bus anyway. The bus driver stops you.

OTHER PERSON: Mr. Lynn, the bus driver.

YOU: Harry, a twelve-year old.

SITUATION: Your principal has had to cut expenses at the school. He wants some students to help after school by emptying waste baskets and washing chalkboards. Some kids think that this is not their job.

OTHER PERSON: The principal, Mr. Moros, who asks you to help out during the month of October.

YOU: Kathie, an organizer.

SITUATION: You are organizing a school clean up campaign. Last week all the students picked up trash on the school grounds. Today, Bobby throws a candy wrapper on the sidewalk and walks away. You run over to him....

OTHER PERSON: Bobby, the wrapper dropper.

YOU: Harry, the tight-wad.

SITUATION: Your teacher wants the class only to write on one side of the paper. This rule really bothers you, it wastes paper. Paper costs money and it costs trees. Today, you turn in a report written on both sides of the paper. Ms. Bradshaw calls you to her desk.

OTHER PERSON: Ms. Bradshaw

YOU: Lucy, a fourth grader.

SITUATION: You are rushing to school one day when you notice that Rover, your neighbor's dog, has followed you. If you take him home, you will be late for school. If you don't take him home, he will get lost or be caught by the dog warden. You decide to take him home and get to school late!

OTHER PERSON: Ms. Harriet, your principal.

YOU: Dale, a fifth grader

SITUATION: While all of the other students are out on the playground, you and Peter come in to use the bathroom. Peter sees some cookies in Marvin's lunch box. He offers you some.

OTHER PERSON: Peter, who has a sharp eye for cookies.

YOU: Billy, a ball player

SITUATION: You are playing ball alone on the playground. Harry comes along and knocks the basketball out of your hands and refuses to give it back. No teacher is around, so you remember your father's rule: "Don't let anybody bully you!" You take a swing at Harry and he gives up the ball!

OTHER PERSON: Ms. Griese, a teacher who saw you hit Harry from her classroom window.

YOU: Jill, a third grader.

SITUATION: Jack and Jill must get to an important meeting with their teacher at the media center. They are five minutes late. Jack suggests cutting across the grass between A and B wings to save time. Jill, you know that this is against the rules, but you need to get to that meeting. What do you tell Jack?

OTHER PERSON: Jack, who wants a shortcut.

YOU: Joel, a third grader

SITUATION: Joel's mother always told him, "Never accept a car ride from strangers." Today it is raining when Joel gets off the bus. It is five blocks to your house, and Mary's mother offers you a ride home. Mary jumps into her mother's car What do you do?

OTHER PERSON: Mary's mother.

YOU: Marian, a waster of ligh

SITUATION: You are listening to your teacher remind you to turn off the lights when you leave the room. He thinks that this saves electricity. You always seem to forget. You suddenly remember that you left the light on in the classroom closet five minutes ago. What do you do?

OTHER PERSON: Mr. Alverez, your teacher.

YOU: Tina, a nine-year old

SITUATION: You are out playing on the school yard when Zack grabs a cat by the tail. He swings it around in the air.

OTHER PERSON: Jack, a fellow student.

YOU: Sally, a warm person

SITUATION: You are with your class on a trip to the Museum. Many students are feeding the animals and having fun. But you see Harry throwing apples at the bears, not trying to feed them.

OTHER PERSON: Ms. Crabapple, your teacher.

YOU: Fred, a nice guy.

SITUATION: The PTO at your school has planted many flowers and bushes to make the school look nice. Today you see Dirk picking flowers and throwing them on the ground.

OTHER PERSON: Dirk, a flower picker.

YOU: Bill, a fellow with clean hands.

SITUATION: Each time you go to wash your hands you use six paper towels! Vonley thinks that you are wasteful. He wants a new school rule that people can only use one towel. This will save paper, money, and trees.

OTHER PERSON: Vonley, he has a new rule.

SITUATION: It seems that every time you go to wash your hands you leave the water running a little bit. Ms. Johnson, your teacher, told you that this wastes water and costs the school money. Today, you did it again. Here comes Ms. Johnson.

OTHER PERSON: Ms. Johnson, your teacher.

YOU: Karen, a second grader.

SITUATION: You are playing on the school swings when Amy runs over. She points out a bird's nest in the bush near your swing. She wants to get the eggs out, but needs your help.

OTHER PERSON: Amy, a collector.

YOU: Kathie, a ball player.

SITUATION: After school you are playing ball on the school grounds. Suddenly, you see a white speck in the grass! You run over and find a nice ball. John, your friend, says that a girl in your class lost her ball here today. He thinks you ought to give the ball to her tomorrow.

OTHER PERSON: John, a friend.

YOU: Dianna, a fifth grader.

SITUATION. You stayed in the room during lunch to complete your homework. While you were writing you saw a quarter on the floor. You reach down to pick it up. When the class returns, Mary reports that she lost her quarter and had to borrow from the teacher to buy lunch. Dianna thinks, "Finders keepers, losers weepers."

OTHER PERSON: Mary, who lost a quarter.

YOU: Suzy, a first grader.

SITUATION: Mary was sleeping next to you during nap time. Mary had an accident while asleep. You notice this at the end of nap time. Two other children start to laugh at Mary.

OTHER PERSON: Mary, who had a little accident.

BEHAVIOR.....AND CONSEQUENCES

When we break the rules or laws, we get to <u>own</u> the consequences.

What are some of the consequences for breaking a school rule?

What are some of the consequences for breaking a law?

hobee News, Wednesday, October 21, 1981

police report

Pierce men face marijuana charges

Three Ft. Pierce men re arrested on pot ossession charges last Wednesday morning after state game wardens sear- ched the car they were riding in and found about seven pounds of suspected marijuana.

Charged with possession of marijuana and held on $5,000 bond were Joseph Glenn Carver, 27; Steven Grady Patterson, 29, and Donald Joseph Storey, 20, all of Ft. Pierce. Carver and Storey were released from the Okeechobee County jail after posting bond Wednesday.

State Game and Fresh Water Fish Commission officers Dave Evans and Ady Love said the men were arrested at about 12:45 a.m. when the officers found what appeared to be marijuana sticking from a plastic bag in the car the men were traveling in on US 441.

Love said the men were stopped more than three hours after he and Evans received a complaint of illegal hunting activities off US 441, west of the Rollins Ranch.

At about 11:45 p.m. Tuesday, Love said he saw a car traveling south on US 441 and became suspicious when the car slowed, pulled in a nearby driveway, then turned around and headed north on the highway.

The car slowed again, turned around and began heading south, Love said. The suspected poachers were stopped and the car was searched at Hilolo Rd., where the arrest was made.

Tire theft thwarted by attentive neighbor

An Okeechobee man vestigated a noise at a neighboring business. Mike Tolbert, 18, told police he watched two long-haired men pushing two tires taken from a trailer just as he went to see what was causing a noise behind Lee's Bicycle Shop at 508 W. North Park St.

The men abandoned the tires and ran when they saw Tolbert coming, police said. Tolbert had been working next door to the shop when he heard the noise.

The tires and rims, valued at $130, were returned to their owner.

after police investigated the foiled theft.

City police also investigated the theft of $300 worth of radio equipment taken from the First Baptist Church, 401 SW. 4th St., Thursday.

According to police reports, the thieves walked into pastor Rev. Richard Whipple's office and escaped with a $200 stereo and $100 radio.

Police are looking for two men suspected of the theft.

House 17 24

ycees

WHAT IS WRONG ABOUT EACH OF THESE STATEMENTS?

1. "The Highway Patrolman gave me a speeding ticket."

2. "The teacher gave me a grade of 'F' in English class."

3. "The Boy Scouts gave me the fishing merit badge."

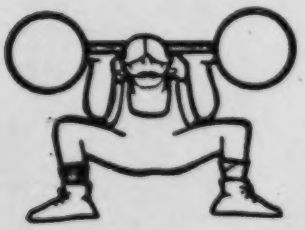
4. "The school principal gave me three days suspension."

5. "My daddy gave me a whupping for getting home late last Saturday night."

6. "The sheriff's deputy gave me a stearn talking to, after he caught us chalking slogans on the street and school wall."

7. "My mother gave me a month of grass cutting with no allowance, for smart mouthing my sister."

8. "My neighbor gave me $8.00 for cutting her grass while she was on vacation."



How do we earn what we get?

What is mean by the phrase "We suffer the consequences of our behavior."

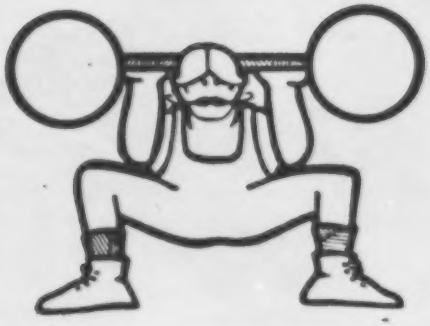
THINKING ABOUT INTENTIONS

THE CASE OF MARIE. Once upon a time, a little girl named Marie wanted to give her mother a surprise. She was going to cut out a piece of sewing for her mother. She did not know how to use the sissors properly and cut a big hole in the table cloth.

THE CASE OF MARY. One day when her mother was out shopping, a girl named Mary took her mother's sissors. She wanted to play with them for a while. Because she did not know how to use them properly, Mary cut a little hole in her mother's table cloth.

1. Who deserves the more severe punishment, Marie or Mary? Why?

2. What should the punishment be?



THINKING ABOUT INTENTIONS

THE CASE OF LARRY.

Each summer Larry's family vacationed at their cottage on the river. They always took their boat and a large motor. One day, Larry wanted to impress Mary so he invited her for a boat ride. He knew he was not supposed to use the boat, but he planned to be careful! Everything went well until he went around a bend in the river. He saw a canoe ahead. To avoid hitting the canoe, he swung the boat to the right. Larry lost control and smashed into a large dock. No one was hurt, but the boat and the dock were damaged.

THE CASE OF SAM.

Sam was not supposed to use the family boat without permission. But one day while he was fishing from the dock, his friends called from across the river. Their car had broken down and they needed to get back to Sam's side of the river to tell their parents and to get a repairman for the car. None of the cottages had telephones. Sam was alone since his parents had gone shopping. He started to the boat to go get his friends and the motor caught on fire. It burned and the motor and boat were ruined!

Which lad did the more dasterdly deed? Why?

What should be done to "punish" Sam? Why?

What should be done to "punish" Larry? Why?

THINKING ABOUT INTENTIONS

THE CASE OF CARLOS. Carlos had a friend who kept a bird in a cage. Carlos thought the bird was very unhappy, and he was always asking his friend to let the bird go. But the friend laughed at Carlos and would not let the bird go free. One day when the friend was not there, Carlos stole the bird. He let it fly away and hid the cage so that no bird would be shut up in it again!

THE CASE OF JULIET. Juliet stole some candy from her friend one day when her friend went to the bathroom. She hid the candy and ate it later!

1. Who should receive the more severe punishment, Juliet or Carlos? Why?

2. What should the punishment be in each case? Why?

Arcadia Youth Caught Inside Clothing Store

A 15-year-old Arcadia youth was arrested inside a western clothing store just south of Wauchula last week after he tripped a silent alarm in the sheriff's office.

Kenneth Page was charged with armed burglary last Tuesday when he was captured inside the Circle 3 Western Store about 9:35 p.m. by Lt. Farrell Hendrix and Deputy Earnest Lovett.

Lovett said Page broke into a vacant restaurant (Colan's), at the corner of Carlton Street and U.S. 17, through the back door, and went through an inside door into the clothing store.

He said he and Hendrix responded after a silent alarm went off at the sheriff's office at 9:34 p.m.

Hendrix, who saw Page inside the store through the front window, held his gun on him while Lovett followed his path through the back of the restaurant.

After disarming the youth, who was carrying a knife, Lovett said he put him under arrest.

He said Page was a runaway and had been living in a customer's car behind McCrary's Gulf Station next to the western store.

From the car, he said, they recovered some property that had been reported stolen.

A deputy in DeSoto County also told him that Page's arrest cleared up several burglaries down there, he said.

Page was turned over to the Division of Youth Services for detention.

Page 8-A The Herald-Advocate September 17, 1981

CONSEQUENCES FOR THE ARCADIA YOUTH

1. Read the article on the left carefully.

2. What rules or laws did the "Arcadia youth" break, according to the newspaper article?

3. If he is proven guilty of breaking those laws, what are the consequences for him?

4. How did the Arcadia youth (if guilty) earn those consequences?

5. How is he:

   a) responsible for his behavior?

   b) responsible for what happens to him in the courts?

RANK ORDER

Rank the consequences to victims and relatives of victims of crime, from 1 = suffers the least to 7 = suffers the most.

_____ Mary Joe was robbed three days after her 17th birthday.

_____ Allen's new 240 ZX was stolen and vandalized beyond recognition before Allen had purchased theft compensation insurance.

_____ Debbie's boyfriend, a passenger in an auto, was killed when the driver lost control of the auto while running from the highway patrol.

_____ Sam's wife was murdered three weeks after their wedding day.

_____ The Glenns' home was burglarized and robbed of all personal belongings, including several family heirlooms that had been in the family for several generations.

_____ Becky, age 21, was crippled as an innocent bystander. She was struck with a bullet when it richocheted. The shot came from a deputy who intended it for an armed robber during a bank theft.

_____ Mrs. Wright, age 78, was beaten severely and robbed while walking home from the Grange meeting.

Teachers should discuss in detail the different consequences the victims and families suffer from criminal acts: physical, psychological, emotional and economic.

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TEACHER'S PAGE

PART II

DELINQUENCY CASES

39.02 Jurisdiction.
39.03 Taking a child into custody; detention.
39.031 Fingerprinting and photographing.
39.032 Detention.
39.04 Intake.
39.05 Petition.
39.08 Medical, psychiatric, and psychological examination and treatment.
39.09 Hearings.
39.10 Adjudication.
39.11 Powers of disposition.
39.12 Oaths; records; confidential information.

39.02 Jurisdiction.—

(1) The circuit court shall have exclusive original jurisdiction of proceedings in which a child is alleged to have committed a delinquent act or violation of law. The circuit court shall have jurisdiction in cases involving offenses described in s. 39.01(21)(a)-(d) [1]juvenile traffic offenses only if the court having jurisdiction over traffic offenses waives jurisdiction and certifies the case to the circuit court. In such case, a petition of delinquency, which may include or consist of the uniform traffic complaint, shall be filed in the circuit court, and the case shall be heard de novo as a delinquency proceeding.

(2) During the prosecution of any violation of law, except for a juvenile traffic offense, against any person who has been presumed to be an adult, if it is shown that the person was a child at the time the offense was committed, then the court shall forthwith transfer the case, together with the physical custody of the child and all physical evidence, papers, documents, and testimony, original and duplicate, connected therewith, to the appropriate court for proceeding under this chapter. The circuit court is exclusively authorized to assume jurisdiction over any delinquent child arrested and charged with violating a federal law or a law of the District of Columbia, who is found or living or domiciled in a county in which the circuit court is established, when the child is surrendered to the circuit court as provided in 18 U.S.C. s. 5001.

(3)(a) Petitions filed under this chapter shall be filed in the county where the delinquent act or violation of law occurred; but the circuit court for that county may, prior to or after adjudication, transfer the case to the circuit court of the circuit in which the child resides or will reside at the time of detention or placement. If the child has been detained, he shall be transferred to the appropriate detention home, crisis home, or other placement directed by the receiving court.

(b) The jurisdiction to be exercised by the court when a child is taken into custody before the filing of a petition under s. 39.06(7) shall be exercised by the circuit court for the county in which the child is taken into custody. This court shall have personal jurisdiction of the child. Upon the filing of a petition in the appropriate circuit court, the court which is exercising such initial jurisdiction of the person of the child shall, if the child has been detained or placed in a crisis home, forthwith cause the child to be transferred to the detention home or other placement as ordered by the court having subject matter jurisdiction of the case.

(4) Notwithstanding the provisions of s. 743.07, when the jurisdiction of any child who is alleged to have committed a delinquent act is obtained, the court shall retain jurisdiction, unless relinquished by its order, until the child reaches 19 years of age, with the same power over the child that the court had prior to the child becoming an adult. This subsection shall not be construed to prevent the exercise of jurisdiction by any other court having jurisdiction of the child if the child, after becoming an adult, commits a violation of law.

(5)(a) If the court finds, after a waiver hearing, that a child who was 14 years of age or older at the time the alleged violation was committed and who is alleged to have committed a violation of Florida law should be charged and tried as an adult, then the court may enter an order transferring the case and certifying the case for trial as if the child were an adult. The child shall thereafter be subject to prosecution, trial, and sentencing as if the child were an adult but subject to the provisions of s. 39.111(6).

(b) The court shall transfer and certify the case for trial as if the child were an adult if the child is alleged to have committed a violation of law and, prior to the commencement of an adjudicatory hearing, the child, joined by a parent or, in the absence of a parent, by his guardian or guardian ad litem, demands in writing to be tried as an adult.

(c) A child of any age charged with a violation of Florida law punishable by death or by life imprisonment shall be subject to the jurisdiction of the court as set forth in s. 39.06(7) unless and until an indictment on such charge is returned by the grand jury. When an indictment is returned, the petition for delinquency, if any, shall be dismissed; and the child shall be tried and handled in every respect as if he were an adult. No adjudicatory hearing shall be held within 21 days from the date that the child is taken into custody and charged with having committed a capital or life felony unless the state attorney advises the court in writing that he does not intend to present the case to the grand jury or that he has presented the case to the grand jury and the grand jury has returned a no true bill. If the court receives such a notice from the state attorney, or if the grand jury fails to act within the 21-day period, the court may proceed as otherwise authorized under this chapter.

(d) Once a child has been transferred for criminal prosecution pursuant to a waiver hearing, indictment, or information and has been found to have committed the offense for which he is transferred or a lesser included offense, the child shall thereafter be handled in every respect as if he were an adult for any subsequent violation of Florida law.

(6) When a child has been transferred for criminal prosecution as an adult and the child has been found to have committed a violation of Florida law, the disposition of the case may be made pursuant to s. 39.111(6) and may include the enforcement of any restitution ordered in any juvenile proceeding.

(7) Nothing in this chapter shall be deemed to take away from the court any jurisdiction or duties conferred upon the court by general law.

History.—s. 1, ch. 26880, 1951; s. 1, ch. 28172, 1953; ss. 1, 2, ch. 29900, 1955; s. 1, ch. 63-12; s. 1, ch. 65-219; s. 1, ch. 67-71; s. 1, ch. 69-146; s. 6, ch. 72-178; s. 3, ch. 73-231; s. 6, ch. 73-334; s. 2, ch. 74-368; s. 16, ch. 75-48; s. 3, ch. 78-414; s. 2, ch. 80-290.

[1]Note.—The words "juvenile traffic offenses" appear to the editors to be surplusage.

Common Crimes: Classified by Degree

SOURCE: Florida Statutes

I. Felonies

A. Capital felony: Example: premediated murder — Death or up to life imprisonment, with 25 year minimum.

1. 1st degree murder (includes felony-murder)
2. Sexual battery against person 11 years or younger

B. Life felony: Example: rape — Life or 30 year minimum.

1. Sexual battery against person 12 years and older with deadly weapon or injury causing force

C. 1st degree felony: Example: Strong-armed robbery — Up to 30 years, and/or a $10,000 fine.

1. 2nd degree murder
2. Kidnapping
3. Sexual battery which does not classify as capital or life felony
4. Arson, if structure may be inhabited
5. Burglary, if burglarer is armed or makes assualt
6. Robbery, with deadly weapon

D. 2nd degree felony: Example: aggravated battery — Up to 15 years, and/or a $10,000 fine.

1. 3rd degree murder
2. Manslaughter
3. Arson, if structure is known to be vacant
4. Aggravated battery
5. Burglary, if structure is occupied
6. Robbery, without deadly weapon

E. 3rd degree felony: Example: Sale of marijuana — Up to 5 years, and/or a $5,000 fine.

1. Vehicular homicide
2. Aggravated assault
3. Carry concealed firearm
4. Burglary, of unoccupied structure
5. Grand larceny (theft of $100 or more)
6. Petit larceny (for 3rd conviction)
7. Receiving stolen property (of $100 or more in value)
8. Resisting arrest, with violence
9. Marijuana possession of 5 grams or more
10. Sale of marijuana (any amount)

II. Misdemeanors

A. 1st degree misdemeanors — Up to 1 year in county jail and/or a $1,000 fine.

1. Battery (not aggravated)
2. Carrying concealed weapon (not firarm)
3. Trespass, if armed or a person is present
4. Petit larceny, 2nd conviction
5. Resisting arrest, without violence
6. Marijuana possession (5 grams or less)

B. 2nd degree misdemeanors — Up to 60 days in county jail and/or a $500.00 fine.

1. Assault (not aggravated)
2. Trespass (simple)
3. Petit larceny, 1st conviction
4. Receiving stolen property ($99 or less in value)

Fines may also be levied in addition to, or in lieu of, imprisonment when specified by statute.

Repeat (habitual) offenders may have penalties increased.

For a number of crimes, including robbery, burglary, and aggravated battery, the use of a firearm or destructive device requires a 3 year minimum sentence.

Delinquent Children: If a child is adjudicated delinquent for a serious crime and it is a 2nd offense, the State Attorney should request that the child be transferred to an adult court.

Florida Laws say:

741.24 Civil action against parents; willful destruction or theft of property by minor.—

(1) Any municipal corporation, county, school district, or department of Florida; any person, partnership, corporation, or association; or any religious organization, whether incorporated or unincorporated, shall be entitled to recover damages in an appropriate action at law in an amount not to exceed $2,500, in a court of competent jurisdiction, from the parents of any minor under the age of 18 years, living with the parents, who shall maliciously or willfully destroy or steal property, real, personal, or mixed, belonging to such municipal corporation, county, school district, department of the state, person, partnership, corporation, association, or religious organization.

(2) The recovery shall be limited to the actual damages in an amount not to exceed $2,500, in addition to taxable court costs.

TEACHER'S PAGE

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812.014 Theft.—

(1) A person is guilty of theft if he knowingly obtains or uses, or endeavors to obtain or to use, the property of another with intent:

(a) To deprive the other person of a right to the property or a benefit therefrom.

(b) To appropriate the property to his own use or to the use of any person not entitled thereto.

(2)(a) If the property stolen is of the value of $20,000 or more, the offender shall be guilty of grand theft in the first degree, punishable as a felony of the second degree, as provided in ss. 775.082, 775.083, and 775.084.

(b) It is grand theft of the second degree and a felony of the third degree, punishable as provided in ss. 775.082, 775.083, and 775.084, if the property stolen is:

1. Valued at $100 or more, but less than $20,000.
2. A will, codicil, or other testamentary instrument.
3. A firearm.
4. A motor vehicle.
5. Any member of the genus *Bos* (cattle) or the genus *Equus* (horse), or any hybrid of the specified genera.
6. Any fire extinguisher.
7. Any amount of citrus fruit consisting of 2,000 or more individual pieces of fruit.

8. Taken from a designated construction site identified by the posting of a sign as provided for in s. 810.09(2)(d).

(c) Theft of any property not specified in paragraph (a) or paragraph (b) is petit theft and a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083. Upon a second conviction for petit theft, the offender shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083. Upon a third or subsequent conviction for petit theft, the offender shall be guilty of a felony of the third degree, punishable as provided in ss. 775.082, 775.083, and 775.084.

(d)1. Every judgment of guilty or not guilty of a petit theft shall be in writing, signed by the judge and recorded by the clerk of the circuit court. The judge shall cause to be affixed to every such written judgment of guilty of petit theft, in open court and in the presence of such judge, the fingerprints of the defendant against whom such judgment is rendered. Such fingerprints shall be affixed beneath the judge's signature to such judgment. Beneath such fingerprints shall be appended a certificate to the following effect:

"I hereby certify that the above and foregoing fingerprints on this judgment are the fingerprints of the defendant, ..., and that they were placed thereon by said defendant in my presence, in open court, this the ..... day of ....., 19....."

Such certificate shall be signed by the judge, whose signature thereto shall be followed by the word "Judge."

2. Any such written judgment of guilty of a petit theft, or a certified copy thereof, shall be admissible in evidence in the several courts of this state as prima facie evidence that the fingerprints appearing thereon and certified by the judge as aforesaid are the fingerprints of the defendant against whom such judgment of guilty of a petit theft was rendered.

History.—s. 4, ch. 77-342; s. 1, ch. 78-348; s. 3, ch. 79-124; s. 1, ch. 80-379.

812.015 Retail theft; mandatory fine; alternative punishment; detention and arrest; exemption from liability for false arrest; resisting arrest; penalties.—

(1) As used in this section:

(a) "Merchandise" means any personal property, capable of manual delivery, displayed, held, or offered for retail sale by a merchant.

(b) "Merchant" means an owner or operator, or the agent, consignee, employee, lessee, or officer of an owner or operator, of any premises or apparatus used for retail purchase or sale of any merchandise.

(c) "Value of merchandise" means the sale price of the merchandise at the time it was stolen or otherwise removed, depriving the owner of his lawful right to ownership and sale of said item.

(d) "Retail theft" means the taking possession of or carrying away of merchandise, altering or removing a label or price tag, transferring merchandise from one container to another, or removing a shopping cart, with intent to deprive the merchant of possession, use, benefit, or full retail value.

(2) Upon a second or subsequent conviction for petit theft involving merchandise taken from a merchant, the offender shall be punished as provided in s. 812.014(2)(c), except that the court shall impose a fine of not less than $50 nor more than $1,000. However, in lieu of such fine, the court may require the offender to perform public services designated by the court. In no event shall any such offender be required to perform less than the number of hours of public service necessary to satisfy the fine assessed by the court, as provided by this subsection, at the minimum wage prevailing in the state at the time of sentencing.

(3) A peace officer, a merchant, or a merchant's employee who has probable cause to believe that merchandise has been unlawfully taken by a person and that he can recover it by taking the person into custody may, for the purpose of attempting to effect such recovery or for prosecution, take the person into custody and detain him in a reasonable manner for a reasonable length of time. Such taking into custody and detention by a peace officer, merchant, or merchant's employee, if done in compliance with all the requirements of this subsection, shall not render such police officer, merchant, or merchant's employee criminally or civilly liable for false arrest, false imprisonment, or unlawful detention. In the event a merchant or a merchant's employee takes the person into custody, a peace officer shall be called to the scene immediately after the person has been taken into custody.

(4) Any peace officer may arrest, either on or off the premises and without warrant, any person he has probable cause to believe has committed theft of merchandise in retail or wholesale establishments.

(5) A merchant or a merchant's employee who takes a person into custody, as provided in subsection (3), or who causes an arrest, as provided in subsection (4), of a person for theft of merchandise shall not be criminally or civilly liable for false arrest or false imprisonment when the merchant or merchant's employee has probable cause to believe that the person committed theft of merchandise.

(6) An individual who resists the reasonable effort of a peace officer, merchant, or merchant's employee to recover merchandise which the peace officer, merchant, or merchant's employee had probable cause to believe the individual had concealed or removed from its place of display or elsewhere and is subsequently found to be guilty of theft of the subject merchandise shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, unless the individual did not know, or have reason to know, that the person seeking to recover the merchandise was a peace officer, merchant, or merchant's employee.

History.—s. 2, ch. 78-348; s. 177, ch. 79-164; s. 1, ch. 80-379.

BEST COPY AVAILABLE

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(a) To deprive the other person of a right to the property or a benefit therefrom.

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(b) It is grand theft of the second degree and a felony of the third degree, punishable as provided in ss. 775.082, 775.083, and 775.084, if the property stolen is:

1. Valued at $100 or more, but less than $20,000.
2. A will, codicil, or other testamentary instrument.
3. A firearm.
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5. Any member of the genus *Bos* (cattle) or the genus *Equus* (horse), or any hybrid of the specified genera.
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7. Any amount of citrus fruit consisting of 2,000 or more individual pieces of fruit.

8. Taken from a designated construction site identified by the posting of a sign as provided for in s. 810.09(2)(d).

(c) Theft of any property not specified in paragraph (a) or paragraph (b) is petit theft and a misdemeanor of the second degree, punishable as provided in s. 775.032 or s. 775.083. Upon a second conviction for petit theft, the offender shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083. Upon a third or subsequent conviction for petit theft, the offender shall be guilty of a felony of the third degree, punishable as provided in ss. 775.082, 775.083, and 775.084.

(d)1. Every judgment of guilty or not guilty of a petit theft shall be in writing, signed by the judge, and recorded by the clerk of the circuit court. The judge shall cause to be affixed to every such written judgment of guilty of petit theft, in open court and in the presence of such judge, the fingerprints of the defendant against whom such judgment is rendered. Such fingerprints shall be affixed beneath the judge's signature to such judgment. Beneath such fingerprints shall be appended a certificate to the following effect:

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(2) Upon a second or subsequent conviction for petit theft involving merchandise taken from a merchant, the offender shall be punished as provided in s. 812.014(2)(c), except that the court shall impose a fine of not less than $50 nor more than $1,000. However, in lieu of such fine, the court may require the offender to perform public services designated by the court. In no event shall any such offender be required to perform less than the number of hours of public service necessary to satisfy the fine assessed by the court, as provided by this subsection, at the minimum wage prevailing in the state at the time of sentencing.

(3) A peace officer, a merchant, or a merchant's employee who has probable cause to believe that merchandise has been unlawfully taken by a person and that he can recover it by taking the person into custody may, for the purpose of attempting to effect such recovery or for prosecution, take the person into custody and detain him in a reasonable manner for a reasonable length of time. Such taking into custody and detention by a peace officer, merchant, or merchant's employee, if done in compliance with all the requirements of this subsection, shall not render such police officer, merchant, or merchant's employee criminally or civilly liable for false arrest, false imprisonment, or unlawful detention. In the event a merchant or a merchant's employee takes the person into custody, a peace officer shall be called to the scene immediately after the person has been taken into custody.

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(5) A merchant or a merchant's employee who takes a person into custody, as provided in subsection (3), or who causes an arrest, as provided in subsection (4), of a person for theft of merchandise shall not be criminally or civilly liable for false arrest or false imprisonment when the merchant or merchant's employee has probable cause to believe that the person committed theft of merchandise.

(6) An individual who resists the reasonable effort of a peace officer, merchant, or merchant's employee to recover merchandise which the peace officer, merchant, or merchant's employee had probable cause to believe the individual had concealed or removed from its place of display or elsewhere and is subsequently found to be guilty of theft of the subject merchandise shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, unless the individual did not know, or have reason to know, that the person seeking to recover the merchandise was a peace officer, merchant, or merchant's employee.

History.—s. 2, ch. 78-348; s. 177, ch. 79-164; s. 1, ch. 80-379.

CASES .....AND CONSEQUENCES

When a cow and a police car collide, both suffer the consequences! When a child, youth, or adult breaks the law in our society, there are natural consequences. Persons suffer the loss of property, suffer injury, and suffer pentalties.

Like in a football game, if you break the rules you suffer pentalties.

police report
2 The Okeechobee News, Wednesday, October 28, 1981
OKEECHOBEE
FLORIDA
Cow collides with cop car
What police encountered downtown Thursday may have been an everyday occurrence in Calcutta or Bombay, India, where bovine creatures are revered. But Okeechobee's reputation as a "cow town" may not be too far from the truth if what happened is any indication.
Nine cows purchased by City Councilman Jim Knight that morning apparently thought the grass was greener on Parrott Avenue as they escaped the pasture Knight had left them.
The strays were spotted early afternoon heading US 441 toward town.
Lt. Phil Purvis quickly responded and had them herded into a northeast Okeechobee field by 2 p.m.
But one of them eluded the roundup, as Sgt. Buck Farrenkopf learned to his surprise at 1:21 a.m. Friday.
Farrenkopf was passing by the Okeechobee County Bank, 205 N. Parrott Ave., on routine patrol when -- CRUNCH!-- a cow ran into the side of his patrol car.
Dent in patrol car caused by cow.
Men held on child abuse c

CRUELTY TO ANIMALS

I. Objective(s):

To acquaint children with practices which are considered by law to be "cruelty to animals."

To foster an awareness of animals as feeling, living beings, which are dependent on humans for their well-being and safety.

II. Warm-Up Activity:

City examples of common treatment of animals which are cruel.

1. Chicken fights
2. Beating
3. Chaining in pickups
4. Neglect

III. Main Case:

Controlled discussion of cruelty to animals. Children can give examples they may have witnessed.

Discuss legal consequences.

Discuss children's responsibility concerning care of animals.

Florida Laws say:

828.12 Cruelty to animals.-- Whoever unnecessarily overloads, overdrives, tortures, torments, deprives of necessary sustenance or shelter, or unnecessarily or curelly beats, multilates, or kills any animal, or causes the same to be done, or carries in or upon any vehicle, or otherwise, any animal in a cruel or inhuman manner, shall be guilty of a misdemeanor of the first degree.

828.122 Fighting or baiting animals; penalties.--
(1) This act shall be known and may be cited as "The Animal Fighting Act of 1976."
(2) used in this section:
(a) "Animal" means any bull, bear, or dog.
(b) "Baiting" means to attack with violence, to provoke, or to harass an animal with one or more animals, for the purpose of training an animal for, or to cause an animal to engage in, fights with or among other animals.

(c) "Person" means every natural person, firm, copartnership, association, or corporation.

(3) Any person who commits any of the following acts shall be guilty of a misdemeanor of the first degree punishable by a fine not less than $1,000 and not more than $5,000, or both:

(a) Baiting, or using any animal for the purpose of fighting or baiting any other animal;

(b) Knowingly owning, managing, or operating any facility kept or used for the purpose of fighting or baiting any animal; or

(c) Promoting, staging, advertising, or charging any admission fee to a fight or baiting between two or or more animals;

(4) Any person who willfully commits any of the following acts shall be guilty of a misdemeanor of the second degree, punishable as provided in s 775.082, or by a fine not less than $500 and not more than $1,000, or both;

(a) Betting or wagering any money or other valuable consideration on the fighting or baiting of animals; or

(b) Attending the fighting or baiting of animals.

(5) Whenever an indictment is returned or an information is filed charging a violation of s 828.12 or of this section and, in the case of an information, a magistrate finds probable cause that aviolation has occurred, the court shall order the animals seized and held until final dispositio of the charges and shall provide for appropriate and humane care or disposition of the animals. This provision shall not be construed as a limitation on the power to seize animals as evidence at the time of arrest. If the animal is unable to humanely survive the final disposition of the charges, the court may order termination of the animal's life. Upon conviction of the persons charged, the animals involved shall become the property of the state, and the court shall order a humane disposition of them.

YOUTH AND BB'S

I. Objective(s): Students will become familiar with the laws and regulations regarding the use of a BB gun by a child and who may be held responsible for the actions of the child using the gun.

Students will learn how to use a BB gun properly within the limits of the law.

Students will be made aware of the consequences for misuse of a BB gun and their parents for violating the Florida Statute regarding the use of a BB gun , gas or air operated gun.

II. Activities: I would present several situations where children under the age of 16 year were using a BB gun within city limits.

SITUATION #1:

John received a BB gun for Christmas. He is 7 years old and very excited about being the only kid in the neighborhood with a BB gun. School is out for vacation and John decides to go in the lots behind his house and have target practice.

Paul and Kevin are also out of school for vacation and walking by John's house. They notice John and since they are older and idolized by John, they easily talk the owner into using his gun.

In the lots is an abandoned car which seems to be an ideal target for the older boys. John, who has been told this area of property was off limits, tries to get the older boys to return his gun, but they unwillingly do so. Paul and Kevin shoot several shots into the car and then proceed to smash in windows with their boots and destroy the seats.

During this activity by the older children, John observes the actions.

SITUATION #2:

Boys in the neighborhood have decided to set up a bail of hay for target practice in one of the boy's backyard. Since the children live within city limit, their parents felt this would be good recreation for the childrn and good target practice for when the boys and their fathers went hunting in the winter. The minors' parents are involved with activities of their own and are not with the children.

SITUATION #3:

Charlie has decided that the birds that fly in his yard would be an excellent target for his pellet gun. He therefore got involved in shooting three out of the tree and took great pride in his aim.

SITUATION #4:

Peter has just been scolded by Mr. Jones for picking oranges off his tree without permission. The child is aggravated with the neighbor and decides that Mr. Jones is a mean and unreasonable man.

Peter gets the idea to go back to Mr. Jones' house and shoot all the oranges off the tree with his BB gun. After doing this, he decided it was fun and proceeded to shoot the windows to the house since he knew that Mr. Jones would be gone for several hours while he was at work.

After presenting the four situations, the teacher would then involve the class as to their feelings. The first exercise would involve some simple comprehension type exercises to see that each child understood what was taking place.

Then, they could have a discussion as to whether they see anything wrong with what any of the boys were doing. The children would share their experiences with BB guns and any situation they were involved in with such guns.

The next activity would be to familiarize the class as to the statute regarding the use of BB guns by children under 16.

Florida Criminal Law says:

790.22 Use of BB guns, air or gas-operated guns, electric weapons or devices, or firearms by child under 16; limitation.--

(1) The use for any purpose whatsoever of BB guns, air or gas-operated guns, electric weapons or devices, or firearms as defined in s 790.001 by any child under the age of 16 years is prohibited unless such use is under the supervision and in the presence of an adult.
(2) Any adult responsible for the welfare of any child under the age of 16 years who knowlingly permits such child to use or have in his possession any BB gun, air or gas-operated gun, electric weapon or device, or firearm in violation of the provisions of subsection (1) of this section is guilty of a misdemeanor of the second degree.

790.17 Furnishing weapons to minors under 18 years of age, etc.--

Whoever sells, hires, barters, lends, or gives any minor under 18 years of age any pistol, dirk, electric weapon or device, or other arm or weapon, other than an ordinary pocketknife, without permission of the parent of such minor, to the person having charge of such minor, or sells, hires, barters, lends, or gives to any person of unsound mind an electric weapon or device or any dangerous weapon, other than an ordinary pocketknife, is guilty of a misdemeanor of the first degree.

790.18 Selling arms to minors by dealers.--

It is unlawful for any dealer in arms to sell to minors any pistol, Springfield rifle or other repeating rifle, bowie knife or dirk knife, brass knuckles, slingshot, or electric weapon or device, and every person violating this section shall be guilty of a misdemeanor of the first degree.

I would also want to state the city ordinance which applies to using a BB gun within city limits.

Along with the above I would want to make the children aware of the responsibility of their parents who could be held responsible for their acts and could pay up to $2,500 in damages resulting in damages incurred by the minor's actions.

Finally, the teacher could discuss some alternatives to any or all the situations presented in the lesson. The children could role-play the situations where they would not be breaking the law, re-write the situation to where it would be acceptable; demonstrate the functions of operating a BB gun and care of one; and perhaps make posters pointing out the safety rules and/or proper uses of one.

The teacher could invite a guest speaker to talk about gun safety. A person from the Fresh Water and Game Commission and a deputy from the police department could present a program on the use and responsibility of owning a BB gun.

TO BE ON TOBACCO?

I. General Objective(s): To inform students that it is against the law for a person to sell, (barter, furnish, or give away) cigarettes to minors, and to understand the reason for this law.

II. Role-Playing

Student: Would pretend to go into a store and ask to buy a carton of cigarettes (or use a vending machine) to buy the cigarettes.

Storekeeper: Would tell the student that they cannot sell them cigarettes because it is against the law and that they could have to spend 60 days in jail and/or pay a $500 fine.

III. Main Case: (Use discussion)

Why do you think there is a law against a person selling or giving cigarettes to children? (Discuss the dangers of smoking and the protection of the law.)

IV. Comprehension Questions:

1. Who would have been breaking the law if the storekeeper sold the cigarettes?

2. What could happen to the storekeeper if he was found guilty?

V. Probing Questions:

1. Do you think this should be a law?

2. Why do you think this law was made?

3. What might happen if this was not a law?

4. Do you think a person who breaks this law respects our country's laws? Why is this bad?

VI. Teacher Notes:

Law 859.06 - Do not discuss the non-enforcement of this law with younger children -- try to discuss it as though it is enforced. If they question that it is enforced, then discuss questions 3 and 4.

859.06 Sale of cigarettes and wrappers to minors.--

No person shall sell, barter, furnish, or give away, directly or indirectly, to any minor, any cigarette, cigarette wrapper, or any substitute for either; or procure for or persuade, advise, counsel, or compel any child under said age to smoke any cigarette. Any person violating the provisions of this section shall be guility of a misdemeanor of the second degree.

TO LOITER

I. General Objective(s):

A. Students will be able to understand the definition of "loitering" or "prowling."

B. Students will be able to understand the legal consequences of breaking the loitering statute.

C. Students will be able to create simulated situations of loitering.

D. Students will be able to list alternatives to loitering.

II. Initiating (Warm-up) Questions/Activity:

A. Definition of a statute by teacher

1. Definition of loitering statute

2. Hand-out with definition of loitering statute

B. Definition of penalties of breaking the loitering statute

1. Define misdemeanor

2. Define s 775.082 and s 775.083

3. Hand-out with definitions of 1 and 2

C. Discussion by class "why" the loitering statute exists

D. Discussion by class on what would occur without such a statute

III. Main Case (situation) calling for a decision:

A. Case Study

1. Tom is standing outside of Royals waiting for a few of his buddies. This particular store had previously been plagued by vandalism by young boys. The store owner notifies the police that a young boy is loitering in front of his store. The owner has reasonable cause that this is one of the youths who has been vandalizing the store. Tom's three friends arrive in front of the store and stand there talking. The police officer arrives and proceeds to question the youths. The store owner and the officer question the youths.

B. Role-Playing

1. The students will act out the above case study.

2. The students will decide the outcome for Tom and his friends.

IV. Probing Questions (What If's?):

A. Can you become labeled "trouble" by local authorities?

B. Can you, as a youth, be fined?

C. Who is held responsible for your actions as a juvenile?

D. Can loitering lead to other offenses:

1. Such as vandalism?

2. Such as breaking and entering?

3. Such as theft?

E. What if you run when questioned by an officer?

F. What type of punishment by law would the juvenile experience?

1. Up to 60 days in jail

2. Up to $500.00 fine

3. Community work

4. Probation

V. Follow-up:

A. Materials

1. Crossword puzzle with legal terms learned

2. "Seek and find" puzzle with legal terms learned

B. Guest speakers

1. Case worker from HRS

2. Judge Hendry (Juvenile Judge)

3. Deputy from Sheriff's Department

4. Local merchant

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C. Questions and Answers session

1. Students write up 5 good questions

2. Students write up 2 paragraphs on conclusion to "Tom's" case study situation.

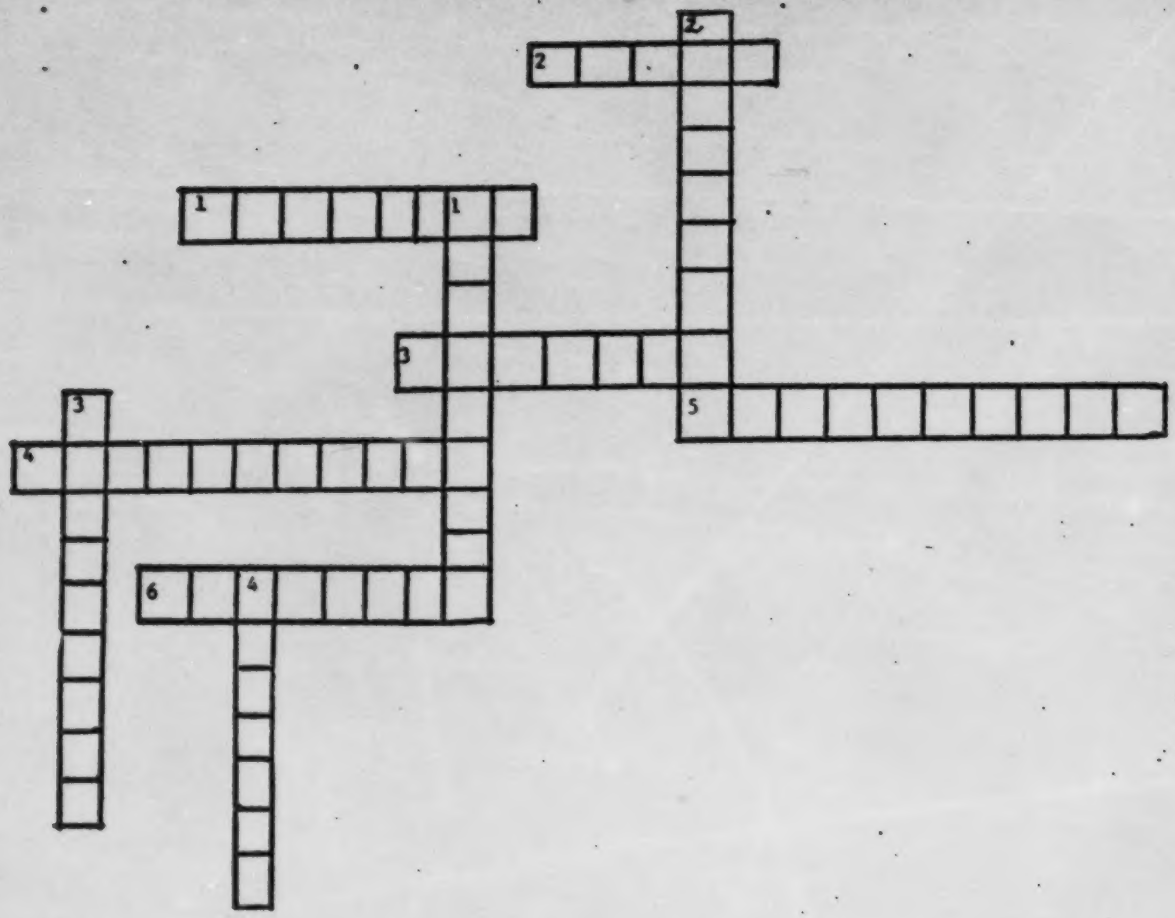
Florida Law 856.021 says:

856.021 Loitering or prowling; penalty.—

(1) It is unlawful for any person to loiter or prowl in a place, at a time or in a manner not usual for law-abiding individuals, under circumstances that warrant a justifiable and reasonable alarm or immediate concern for the safety of persons or property in the vicinity.

(2) Among the circumstances which may be considered in determining whether such alarm or immediate concern is warranted is the fact that the person takes flight upon appearance of a law enforcement officer, refuses to identify himself, or manifestly endeavors to conceal himself or any object. Unless flight by the person or other circumstance makes it impracticable, a law enforcement officer shall, prior to any arrest for an offense under this section, afford the person an opportunity to dispel any alarm or immediate concern which would otherwise be warranted by requesting him to identify himself and explain his presence and conduct. No person shall be convicted of an offense under this section if the law enforcement officer did not comply with this procedure or if it appears at trial that the explanation given by the person is true and, if believed by the officer at the time, would have dispelled the alarm or immediate concern.

(3) Any person violating the provisions of this section shall be guilty of a misdemeanor of the second degree



ACROSS

1. Someone under 18
2. Someone under 18 without legal rights
3. A law
4. Minor law violation
5. Person under 17 convicted ob breaking a law
6. Wandering around property not in a manner usual to a law abiding citizen

DOWN

1. Standing around in a manner not usual to a law abiding citizen
2. Found guilty of a crime and sentenced
3. An act of breaking the law
4. A wrong doing

ANSWERS:

Across: 1. Juvenile
2. Minor
3. Statute
4. Misdemeanor
5. Delinquent
6. Prowling

Down: 1. Loitering
2. Convicted
3. Violation
4. Offense

Assault and Battery?

I. General Objective(s):

1. The student will learn the difference between "assault," "battery," and "assault and battery."

2. The student will know the penalty for breaking the laws on assault and battery.

II. Activity: Read this story.

Ted has been in a lot of trouble because he is continually starting fights at school. Yesterday at recess Ted got into an argument while playing baseball. He drew back his fist when he told Robbie, "I'm going to beat the stuffing out of you!" The teacher interrupted the argument and took the boys to the office. Robbie was very upset and was crying.

III. Comprehension Questions:

1. Has Ted been in trouble for hurting people?

2. Was there a weapon used in this story?

3. Was Robbie upset by what Ted had said to him?

4. Did Ted hit Robbie?

IV. Probing Questions:

1. If Ted had acted this way to you, would you have been afraid or worried?

2. Do you think Ted might have hit Robbie if the teacher hadn't stopped him?

3. Did Ted break a law?

V. Teacher Notes:

Read law 784.011 on assault and the possible penalty (misdemeanor of the second degree).

784.011 Assault.--

(1) An "Assault" is an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.

(2) Whoever commits an assault shall be guilty of a misdemeanor of the second degree.

784.021 Aggravated assault.--

(1) An "aggravated assault" is an assault:
(a) With a deadly weapon without intent to kill; or
(b) With an intent to commit a felony.
(2) Whoever commits an aggravated assault shall be guilty of a felony of the third degree.

784.03 Battery.--

(1) A person commits battery if he:
(a) Actually and intentionally touches or strikes another person against the will of the other; or
(b) Intentionally causes bodily harm to an individual.
(2) Whoever commits battery shall be guilty of a misdemeanor of the first degree.

784.045 Aggravated battery.--

(1) A person commits aggragated battery who, in committing battery:
(a) Intentionally or knowingly causes great bodily harm, permanent disability, or permanent disfigurement; or
(b) Uses a deadly weapon.
(2) Whoever commits aggravated battery shall be guilty of a felony of the second degree.

VI. Activity 2: Read this story.

Ted has been in a lot of trouble because he is continually starting fights at school. Yesterday at recess Ted got into an argument while playing baseball. He drew back his fist when he told Robbie, "I', going to beat the stuffing out of you!" Next, Ted jumped on Robbie and began to hit him with his fists. The teacher stopped Ted and took both boys to the office. Robbie had a black eye.

VII. Comprehension Question(s):

1. How is this story different from the first story?
2. Did Ted threaten Robbie?
3. Did Ted hit Robbie?
4. Was there a weapon used?

VIII. Probing Question(s):

1. Did Ted break a law?
2. Did he break more than one law?
3. Do you think hitting him was worse than threatening to hit him? Would the punishment be more for this?

IX. Teacher Notes:

1. Read law 784.03 on battery and the penalty that is possible (misdemeanor of the first degree).
2. Discuss the fact that he committed both assault and battery and write these words with their definitions on the board.

X. Activity 3: Read this story.

Ted has been in a lot of trouble because he is continually starting fights at school. Yesterday at recess Ted got mad at Robbie because Robbie got to bat before him. Robbie was getting ready to bat when Ted ran up to him and knocked him to the ground and began punching him. The teacher took the boys to the office.

XI. Comprehension Question(s):

1. How is this story different from the other two stories?
2. Did Ted threaten Robbie?
3. Did Ted hit Robbie?
4. How many laws did he break?

XII. Probing Question(s):

1. Would there be a different punishment if Ted has used a baseball bat instead of his fists?

2. Which of the three stories was the least serious crime?

3. Should we threaten other people?

4. Can you think of some situations at school where this happens?

XIII. Teacher Notes:

1. Make sure the children understand the difference between assault and battery.

2. Discuss law 784.021 (Aggravated assault) and law 784.045 (Aggravated battery) and how the use of a weapon changes the penalty.

XIV. Follow-Up Activity: (Can be used as a test)

Directions: Write A if only an Assault has been committed.
Write B if only a Battery has been committed.
Write AB if both Assault and Battery has been committed.

(B) 1. Barbara hits Jane because Jane butted in front of her in the lunch line.
(A) 2. Bob tells Sam he is going to beat him up after school, and he has done this to other boys.
(AB) 3. Jimmy yells, "I'm going to whip you for that!" He then jumps on Ronnie and begins to hit him.
(A) 4. Sally says to Becky, "I'm going to snatch you bald for messing with my pencil." She has been in several fights before this.
(B) 5. Tommy kicks Jane while they are on the playground.
(AB) 6. Terry tells Jim he is going to "get him" on the school bus. As Jim started to get off the bus, Terry stuck out his foot causing Jim to fall down the steps and break his leg.
(A) 7. Timmy threatens to throw a rock at Jennifer, saying, "You're going to get it now!?
(B) 8. Randy throws a stick at his brother Billy and it hits him in the back causing a cut.

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Coming to the Aid

I. General Objective(s):

1. Inform students of their responsibility to aid a police officer if they are asked to do so.

2. Relate this aid in maintaining peace and obeying laws to school situations.

II. Role-Playing:

Policeman is scuffling with an trying to apprehend a criminal. Two children play observers. The policman yells to them to go and call the police department and send help. One observer stands and watches. One observer runs to a phone and calls for help.

III. Main Case:

Which observer do you think acted correctly? State the law and penalties.

IV. Comprehension Question(s):

1. What did both observers do?

2. What was the policman trying to do?

V. Probing Question(s):

1. Why do you think this law is necessary?

2. What might have happened if no one helped?

3. How can you help teachers at school when there are rules or laws broken?

Florida Law 843.06 says:

843.06 Neglect or refusal to aid peace officers.—Whoever, being required in the name of the state by any officer of the Florida Highway Patrol, police officer, beverage enforcement agent, or watchman, neglects or refuses to assist him in the execution of his office in a criminal case, or in the preservation of the peace, or the apprehending or securing of any person for a breach of the peace, or in case of the rescue or escape of a person arrested upon civil process, shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

VANDALISM

I. General Objective(s):

To Make each student aware of Florida law and possible consequences of vandalism.

II. Initiating Questions:

1. Write the word Vandalism on the blackboard. Ask students for the definition. After a few responses, have one student look up the word in the dictionary and read aloud.

2. Have the following situations printed on index cards to pass around. Students are to read them aloud and allow other students the opportunity to respond with their ideas as to whether or not the act is against the law.

   A. Brenda accidently fell while riding her best friend's bicycle. The front wheel was bent. (NO)

   B. Three sixth grade boys removed the floats from the back of the toilets in the school bathroom, causing the water to overflow onto the floor. (YES)

   C. Susie was practicing her part in the school Christmas play and while on the stage, she stood up and her comb lifted a glass table, causing it to fall over and it cracked the top. (NO)

   D. Tommy uses his protractor to carve his name on his desk and colors it with his colored pens. A great work of art! (YES)

   E. Henry is mad at his teacher for failing him so he goes out and slahes her tires. (YES)

   F. A group of guys are riding around one night and make a few doughnuts on the school lawn just for laughs. (YES)

   G. You are bored so you talk your good friend into going over to the school since it is Sunday and no one in there. After playing around for a while, you start throwing rocks at the windows to see how good your air is that day. Fifteen windows are broken. (YES)

   H. Halloween night four fellows throw eggs at the autos as they pass by. (YES)

   I. Road signs are spray painted to change the speed sign from 30 to 80 per hours. (YES)

Florida Law says:

§806.13 Criminal mischief.--

(1) A person commits the offense of criminal mischief if he willfully and maliciously injures or damages by any means any real or personal property belonging to another.

(2)(a) If the damage to such propoerty is $200 or less, it is a misdemeanor of the second degree.

(b) If the damage to such property is greater than $200 but less than $1,000, it is a misdemeanor of the first degree.

(c) If the damage is $1,000 or greater, or if there is interruption or impairment of a business operation or public communication, transportation, supply of water, gas or power, or other public service which costs $1,000 or more in labor and supplies to restore, it is a felony of the third degree.

Can you be made to pay for the damages you might do?

Florida Law says:

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741.24 Civil action against parents; willful destruction or theft of property by minor.—

(1) Any municipal corporation, county, school district, or department of Florida; any person, partnership, corporation, or association; or any religious organization, whether incorporated or unincorporated, shall be entitled to recover damages in an appropriate action at law in an amount not to exceed $2,500, in a court of competent jurisdiction, from the parents of any minor under the age of 18 years, living with the parents, who shall maliciously or willfully destroy or steal property, real, personal, or mixed, belonging to such municipal corporation, county, school district, department of the state, person, partnership, corporation, association, or religious organization.

(2) The recovery shall be limited to the actual damages in an amount not to exceed $2,500, in addition to taxable court costs.

Review each index card that is an act of vandalism seeking answers to questions. How much do you think it will cost your parents if they are taken into the Civil Court and the judge forces them to pay for their child's act of vandalism? How do you think your parents would feel if they had to pay?

1. Read aloud the Okeechobee County Code of Student Conduct section that deals with vandalism and the consequences (pages 9 and 10, Articles VI and VII).

2. Why do we have all the laws and school codes to follow?

3. Would we be better off without them?

PROJECT: Have students write a letter to the local judge asking him to be stricter on enforcing the vandalism laws so our schools will be a better place for all.

VANDALISM

Objective: This activity is designed to provide students with the opportunity to make judgments about the seriousness of acts of vandalism.

Vandalism: The willful and malicious destruction, injury, disfigurement or defacement of property without consent of the owner or person having custody or control. (Law 806.13 Criminal Mischief and Civil Action Law 741.24)

The Case:

Tom Harmon and friends were outside the local Department store just hanging around on Saturday night, April 10, at 11:30 p.m. Tom, age 17, had been drinking.

Someone made a dare for Tom to break the store window. Tom went to his car, got a car jack and slung it into the window.

Damages of $600 have been incurred.

Tom has been involved in acts of vandalism three other times without being placed in the Boys School.

Courtroom: Role-Play - Peer teaching

You are a famous lawyer. Plan your courtroom strategy to please your clients' innocence before the judge. Make up a summary of your defense giving evidence you plan to use, witnesses you plan to call and detectives or police to help you win your case.

Give the judge a preliminary handout sheet or brief so that he understands the circumstances of the case and is prepared to hear it. Prepare your case well. You will need the following people to set up your courtroom:

1. Defense Attorney (you)
2. Judge
3. Detectives
4. Witnesses
5. Policeman
6. The accused person
7. Prosecutor (State Attorney)

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SHOPLIFTING

I. Objective(s):

1) Students will be able to discuss consequences of stealing from stores.

2) Students will discuss the importance of being careful who your frieds are.

II. Initiating Activity:

Florida Law says:

812.015 Retail theft; mandatory fine; alternative punishment; detention and arrest; exemption from liability for false arrest; resisting arrest; penalties.—

(1) As used in this section:

(a) "Merchandise" means any personal property, capable of manual delivery, displayed, held, or offered for retail sale by a merchant.

(b) "Merchant" means an owner or operator, or the agent, consignee, employee, lessee, or officer of an owner or operator, of any premises or apparatus used for retail purchase or sale of any merchandise.

(c) "Value of merchandise" means the sale price of the merchandise at the time it was stolen or otherwise removed, depriving the owner of his lawful right to ownership and sale of said item.

(d) "Retail theft" means the taking possession of or carrying away of merchandise, altering or removing a label or price tag, transferring merchandise from one container to another, or removing a shopping cart, with intent to deprive the merchant of possession, use, benefit, or full retail value.

(2) Upon a second or subsequent conviction for petit theft involving merchandise taken from a merchant, the offender shall be punished as provided in s. 812.014(2)(c), except that the court shall impose a fine of not less than $50 nor more than $1,000. However, in lieu of such fine, the court may require the offender to perform public services designated by the court. In no event shall any such offender be required to perform less than the number of hours of public service necessary to satisfy the fine assessed by the court, as provided by this subsection, at the minimum wage prevailing in the state at the time of sentencing.

(3) A peace officer, a merchant, or a merchant's employee who has probable cause to believe that merchandise has been unlawfully taken by a person and that he can recover it by taking the person into custody may, for the purpose of attempting to effect such recovery and for prosecution, take the person into custody and detain him in a reasonable manner for a reasonable length of time. Such taking into custody and detention by a peace officer, merchant, or merchant's employee, if done in compliance with all the requirements of this subsection, shall not render such police officer, merchant, or merchant's employee criminally or civilly liable for false arrest, false imprisonment, or unlawful detention. In the event a merchant or a merchant's employee takes the person into custody, a peace officer shall be called to the scene immediately after the person has been taken into custody.

(4) Any peace officer may arrest, either on or off the premises and without warrant, any person he has probable cause to believe has committed theft of merchandise in retail or wholesale establishments.

(5) A merchant or a merchant's employee who takes a person into custody, as provided in subsection (3), or who causes an arrest, as provided in subsection (4), of a person for theft of merchandise shall not be criminally or civilly liable for false arrest or false imprisonment when the merchant or merchant's employee has probable cause to believe that the person committed theft of merchandise.

(6) An individual who resists the reasonable effort of a peace officer, merchant, or merchant's employee to recover merchandise which the peace officer, merchant, or merchant's employee had probable cause to believe the individual had concealed or removed from its place of display or elsewhere and is subsequently found to be guilty of theft of the subject merchandise shall be guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084, unless the individual did not know, or have reason to know, that the person seeking to recover the merchandise was a peace officer, merchant, or merchant's employee.

Role-Playing: Have two students enact being in a store. One student is to shoplift something without the other child knowing it. Have a third student role-play a store detective who arrests them.

III. Discussion:

1. Did you know that both of these people can be arrested for shoplifting?

2. How would you feel if you were the innocent person?

3. How would you feel towards your "friend" who had stolen something?

4. How can you avoid being in a situation like this?

SHOPLIFTING

I. Objective(s):

1. Students will be able to define retail theft, principal and accessory.

2. Students will be able to state possible consequences of retail theft.

II. Initiating Activities:

Give a definition of retail theft.
Give a punishment of retail theft (up to 60 days in county jail and/or $500 fine).
Give a definition of principal.
Give a definition of accessory.

III. Susan and Lucy are in Eckerd's Drug Store. Susan wants to buy a puzzle book but doesn't have enough money. She asks Lucy to see if anyone is watching them. When Lucy says they aren't being watched, Susan puts the puzzle book in her purse. A store detective sees Susan steal the book. Who can be arrested?

Discussion:

1. What crime has been committed?
2. Is Lucy a principal or an accessory?
3. What should you do if a friend asks you to help them shoplift?
4. How can you be punished if you are caught?

Directions: Decide how serious each act of retail theft is. Circle the number that shows how serious you feel the act is. The numbers stand for a range from least serious (1) to very serious (5).

(See Definition: Florida Law 812.015 (section (d) Punishment - up to 60 days in county jain and/or $500 fine)

1. Cathy wants a Kenny Rogers album but doesn't have enough money. She takes the price tag off of a cheaper album and puts it on the Kenny Rogers album.

   1 - 2 - 3 - 4 - 5

2. James is standing in line at the cash register in Ben Franklin's. While he is waiting to pay, he takes a candy bar from one of the shelves and puts it in his pocket. When he pays for the notebook he has, he does not take out the candy bar and pay for it.

   1 - 2 - 3 - 4 - 5

3. Sally was going to a slumber party on Friday night. She bought a new set of pajamas, wore them at the slumber party, and then took them back to the store on Saturday and said they didn't fit and she wants her money back.

   1 - 2 - 3 - 4 - 5

4. Bobby stole a tape player from Radio Shack. The next day he took the tape player to K-Mart and told the cashier he had bought the tape player at K-Mart, but he lost the sales slip and now he wants to return it and get his money back.

   1 - 2 - 3 - 4 - 5

5. A boy takes a $9.00 baseball out of its box and puts it in the box of a cheaper brand of baseball. He takes the box to the cashier and pays $7.00 for a $9.00 baseball.

   1 - 2 - 3 - 4 - 5

Discussion:

How are all of these actions alike?
How do you suffer when other people do these things?
What can happen to a person who gets caught doing these things?
What can you do to help stop this type of crime?

Handling a Young Shoplifter Situation: Role-Playing

A K-Mart employee has just noticed and caught an 11 year old boy, name Tom, stuffing a radio into his pocket as his mother shops. The store manager calls the Sheriff. The mother is unaware of the radio in her child's pocket. She thinks she is called into the manager's office to discuss her charge account. What could happen? How should the Sheriff handle the incident?

Characters:

1. Employee
2. Manager
3. Mother
4. Tom
5. Sheriff

Objective(s):

To learn the importance of not taking merchandise that does not belong to someone else. (Theft)

To learn the role of the sheriff in handling a young shoplifter.

Initiating Questions:

1. What offense institutes a theft?
2. Who can commit a theft?
3. Where do most thefts take place and when?
4. Why do most people steal?

Follow-up Questions:

1. Who took the radio?
2. How old was the child?
3. Where did the child put the radio?
4. What could happen to the child?
5. What would happen if the child had been caught before?
6. What is the punishment for a misdemeanor of the first degree?
7. If the boy is to be confined, where would he be placed and what are the procedures?

Follow-Up Activities:

After completing this activity, the student should be able to summarize and present orally a news event about the Sheriff's Department.

1. Ask students to collect various news items that may focus on the law enforcement office of our County.

2. Students submit their articles in writing to a committee which is responsible for selecting and correcting, and preparing items for broadcasting.

SHOPLIFTING

I. General Objective(s):

The student will know law 812.015 on retail theft and the penalties for breaking this law.

II. Activity: Read this story:

Frances went into the drugstore to buy some school notebook paper. While looking at the school supplies, she noticed a set of marking pens and a small stapler kit she also wanted. Her mother had only given her enough money for the paper. She looked around to see if anyone was watching. When she saw no one, she stuck the marking pens and stapler into her jacket. She paid for the paper and left the store. Suddenly, the store manager took her by the arm and asked her to come back in the store while he called the police.

III. Comprehension Questions:

1. Why did Frances go into the store?
2. How much money had her mother given her?
3. Did Frances pay for the marking pens and stapler kit?

IV. Probing Questions:

1. Did Frances break a law? What law is it she broke? (Read Law 812.015 to them)

2. Is the store manager allowed to stop Frances? (Read Section 3 of Law 812.015 to them)

3. For the people who are not caught shoplifting, who pays for the things taken? (The average person spent $220 last year as an extra charge in raised prices on goods to pay for shoplifting.)

4. Do all of us suffer from shoplifter's offenses?

5. Do you think a person who gets used to committing retail theft might later attempt to steal bigger things?

V. Teacher Notes:

Read the possible penalty for shoplifting:
Section 2 of Law 812.015

Terms to define:

1. Retail
2. Penalty
3. Offense

VI. Follow-Up Questions: for children to answer on their own.

1. If this is the first time Frances did shoplifting, will she probably have a penalty from the court? (NO)

   What if this is her second offense? (YES)

2. Johnny took candy from the dime store every time he went in. He ate it before he left the store. Is he breaking a law? (YES)

VICTIMS OF CRIME: THE FORGOTTEN HURT

Part I - Objective(s):

1. The students will develop skills for using the following vocabulary.

2. Students will emphathzse with victims of crimes.

3. Consequences of criminal actions are not always foreseeable.

Vocabular Review

Brisk	Salary	Innocent	Deprivation	Inflation
Meager	Prospects	Echoed	abruptly	
Budget	Fleeing	Anxiously	Obligations	
Flushed	Quivered	tattered	dependent	
part-time	by-stander	compromise	consequences	

Case Study:

It was a sunny but brisk Thursday morning that began as most weekdays do at the Foster home.

Sack lunches were being packed for the children, while a meager breakfast, consisting of grits and biscuits, was served.

Mrs. Foster was anxiously considering the prospects of finding a part-time job to help the family budget in times of inflation. Mr. Foster's salary just didn't meet all the needs of the family. The past weeks of job searching were not encouraging, but today was a new day filled with hope and prospects.

As Mrs. Foster swept through the kitchen preparing a special evening meal, she gleamed with enthusiasm anticipating her announcement to the family of her good news. She had secured a job working three days a week. She knew this would relieve Mr. Foster's obligations to the family. Those past due bills, postponed dental work for the children and tattered school clothing could now be taken care of.

The call came at about 6:18 p.m.. Mr. Foster had been killed as an innocent by-stander. He had stopped at the local self-service station for $2.00 of regular gas. As he walked to the office to pay, three young, masked robbers fired on the attendant when he made a sudden move to the desk drawer. As the robbers turned to run, they met Mr. Foster. A shot echoed; the fleeing footsteps of the robbers were the last sounds Mr. Foster heard as he fell to the ground.

Tears fell from Mrs. Foster's flushed checks. She quivered with feelings of loss, hurt, deprivation, anger and fear for the fate of her family.

A relationship built on 15 years of her life through love, anger, consideration, compromise, friendship, and togetherness has now ended so abruptly, so unnecessarily.

Questions:

1. Do criminals consider the consequences of their actions on other people?
2. If criminals knew what hurt and suffering is often caused, would it change their actions?
3. Are the outcomes of crimes always anticipated by criminals?
4. List some situations that could occur that are not expected when crimes take place.
5. How will Mrs. Foster support her family after the loss of her husband?
6. What programs are available for financial support of dependent families of crime?

Part II - Objective(s):

Students will become familiar with the Bureau of Crimes Compensation, its role, and victim qualifications and eligibility.

Teacher Instructions:

Classroom copies of Bureau of Crimes Compensation handout.

Pass out handout and discuss.

Processing Questions:

1. Who can apply for financial relief?
2. How can a victim apply? (Note to teacher - several copies of the victim application form can be circulated around the room.)
3. Who is eligible?
4. Should society be obligated to help victims of crime? Why? Why not?
5. In what ways is society indirectly responsbile for criminal actions?

BUREAU OF CRIMES COMPENSATION
2551 Executive Center Circle West
Lafayette Bldg., Suite 202
Tallahassee, Florida 32301

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Place Stamp Here

65

4. Anyone engaged in an unlawful activity at the time of the crime.
5. Anyone responsible for the crime by reason of his or her conduct or his or her aid in the commission of the crime.

*Deceased victim's dependent child excepted.

WHO WILL BE CONTACTED ABOUT YOUR CLAIM?

1. You, by letter or phone.
2. Your doctor, hospital, and law enforcement officials.
3. Your insurance company/banking facility.
4. Any other agency that can provide information about your claim.

THE PURPOSE OF THE CONTACTS IS TO ESTABLISH THE VALIDITY OF YOUR CLAIM.

WHAT HAPPENS AFTER YOU FILE A CLAIM?

Upon receipt of an application for assistance, a field representative will process, investigate and evaluate the claim and make a recommendation to the Bureau Chief. The recommendation can be for an emergency, partial or final award, or for denial of your claim. You will be notified, in writing, of the decision. If you are dissatisfied with the decision you can request a reconsideration by the Bureau Chief and subsequently, before a deputy Commissioner. You may be present to offer evidence about your claim. The deputy Commissioner's decision can be appealed to the District Court of Appeal.

"This public document was promugated at an annual cost of $106.95 or .100 per copy, to inform the public about services provided by the Florida Bureau of Crimes Compensation in accordance with Chapter 960, F.S. LES complies with the non-discrimination provisions of Title VI, Section 504, and Title IX, and all requirements imposed pursuant thereto."

LES/BCC (Rev. 2/81)

Florida's Victims of Crime can now get Help.

WRITE OR CALL:
BUREAU OF CRIMES COMPENSATION
2551 Executive Center Circle West
Lafayette Bldg., Suite 202
Tallahassee, Florida 32301
Telephone: 904/488-0848

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REQUEST FOR CRIMES COMPENSATION APPLICATION

Please send a compensation application to:

NAME _____

ADDRESS _____

PHONE _____
(area code)

I would like to know the name, address and phone number of a person in my area with whom I can discuss my application or need for services.

☐ YES ☐ NO

INTRODUCTION

The Florida Legislature recognizes that many innocent people suffer personal injury or death as a result of crime. Therefore, the Florida Crimes Compensation Act, Chapter 960, Florida Statutes, authorizes the Bureau of Crimes Compensation of the Division of Workers' Compensation, Department of Labor and Employment Security, to provide compensation to Florida residents who are innocent victims of crime.

WHO CAN APPLY?

A FLORIDA RESIDENT WHO IS:

1. A victim or intervenor in a crime committed in Florida that results in a personal physical injury or death and was reported to law enforcement officials within 72 hours. PROPERTY LOSS IS NOT COMPENSABLE.
2. A surviving (a) spouse, (b) parent, (c) child, or (d) a principal dependent of a deceased victim.
3. A legal custodian of a (a) minor, (b) incompetent, or (c) incapacitated victim.

HOW CAN YOU APPLY?

1. By contacting your local state attorney's office or a local law enforcement office.
2. By contacting any local hospital.
3. By writing or calling:

Bureau of Crimes Compensation
2551 Executive Center Circle West
Lafayette Bldg., Suite 202
Tallahassee, FL 32301
Telephone: 904/488–0848

FALSE CLAIMS – There are severe penalties for filing a false claim. Any money paid to you or your benefactor MUST be returned if a false claim is filed.

WHAT ARE THE ELIGIBILITY REQUIREMENTS?

1. The victim must be a Florida resident.
2. A person must have suffered physical injury or death as a direct result of a crime.
3. You must cooperate fully with all law enforcement agencies and with the Bureau of Crimes Compensation.
4. The crime must have been reported to the proper law enforcement authorities within 72 hours.
5. The claim must be filed within one year after the crime occurred.
6. Financial hardship because of the injury must be demonstrated.

TYPES OF AWARDS

1. EMERGENCY – When the claimant can show evidence of undue financial hardship. The MAXIMUM award is $500.

2. PARTIAL – Provides for protracted payment during a period of continued disability or ongoing medical treatment and/or loss of wages or support.

3. FINAL – When there is no emergency need and the claimant recovers and returns to work without any permanent disability.

THE MAXIMUM AWARD ALLOWED IS $10,000.

Expenses covered by insurance, workers' compensation, savings or other sources of payment will be deducted from the award. Payments can be made directly to a service provider or to you.

ALL AWARDS ARE BASED ON "ACTUAL NEED."

WHO IS NOT ELIGIBLE?

1. Anyone maintaining a sexual relationship with the person who committed the crime.
2. Anyone residing in the same household as the person who committed the crime.*
3. Anyone closely related to the person who committed the crime.*

BUREAU OF CRIMES COMPENSATION
APPLICATION FOR ASSISTANCE
Chapter 960, Florida Statutes

DEFINITIONS:

Crime: a felony or misdemeanor which is punishable under the criminal laws of Florida and which results in physical injury to or death of a resident of Florida. Under ordinary circumstances, injuries sustained as a result of an accident involving a motor vehicle are not eligible.

Victim: a person who suffers personal physical injury or death as a direct result of a crime.

ELIGIBILITY:

The following persons shall be eligible for awards:

1. A victim;
2. An intervenor;
3. A surviving spouse, parent, or child of a deceased victim or intervenor;
4. Any other person who is dependent for his principal support upon a deceased victim or intervenor; and
5. A dependent child of a deceased victim of a crime who is related to or residing in the same household as the person who committed the crime.

The following persons shall NOT be eligible for awards:

Any person who:

1. Committed or aided in the commission of the crime upon which the claim was based;
2. Was engaged in an unlawful activity at the time of the crime upon which the claim is based;
3. Is related within the third degree of consanguinity or affinity to the person who committed the crime (minor children of deceased victim excepted);
4. Is maintaining a sexual relationship with the person who committed the crime; or
5. Resides in the same household with the person who committed the crime (minor children of deceased victim excepted).

GENERAL INFORMATION:

Victim must cooperate fully with all law enforcement agencies in the investigation.

Claims must be filed within one year after the date of the occurrence of the crime.

Claimant must demonstrate an actual need and a serious financial hardship as a result of the injury.

Applicant must complete page 1, application; page 2, subrogation agreement and financial and medical information releases; and page 3, financial report. If employed at the time of the crime, employer must complete page 4, employment questionnaire.

STATE OF FLORIDA
DEPARTMENT OF LABOR AND EMPLOYMENT SECURITY
BUREAU OF CRIMES COMPENSATION

CRIMES COMPENSATION APPLICATION

DO NOT USE THIS AREA
CLAIM NO.
DATE RECEIVED

PLEASE SEE REVERSE SIDE FOR REQUIREMENTS OF THE LAW AND RELEASE FORM. ALL INFORMATION MUST BE COMPLETED – USE TYPEWRITER OR BLACK BALLPOINT PEN.

APPLICANT INFORMATION			VICTIM INFORMATION (IF OTHER THAN APPLICANT)		
NAME			NAME		
STREET ADDRESS			STREET ADDRESS		
MAILING ADDRESS (P.O. BOX OR ROUTE NO.)			MAILING ADDRESS (P.O. BOX OR ROUTE NO.)		
CITY		COUNTY	CITY		COUNTY
STATE	ZIP CODE	PHONE NO.	STATE	ZIP CODE	PHONE NO.
DATE OF BIRTH	SOC. SEC. NO.	FLORIDA RESIDENT ☐ YES ☐ NO	DATE OF BIRTH	SOC. SEC. NO.	FLORIDA RESIDENT ☐ YES ☐ NO
IF YES HOW LONG	NO. OF DEPENDENTS	AGES	IF YES HOW LONG	NO. OF DEPENDENTS	AGES

RELATIONSHIP OF VICTIM TO APPLICANT (PROOF REQUIRED)
☐ SAME ☐ PARENT ☐ SPOUSE ☐ SON/DAUGHTER ☐ OTHER (SPECIFY)

DATE OF CRIME	POLICE CASE NO.	LOCATION OF CRIME, CITY	COUNTY	STATE

BRIEF DESCRIPTION OF CRIME

WITNESSES (IF ANY)

WAS THE CRIME REPORTED TO LAW ENFORCEMENT OFFICERS WITHIN 72 HOURS OF INCIDENT? ☐ YES ☐ NO		REASON (IF NO)	
INVESTIGATING LAW ENFORCEMENT AGENCY	TELEPHONE NO.	INVESTIGATING OFFICER (IF KNOWN)	TELEPHONE NO.
WERE PERSONAL INJURIES RECEIVED AS A RESULT OF THE CRIME? ☐ YES ☐ NO		NAME OF PERSON(S) WHO ALLEGEDLY CAUSED INJURY	
HOSPITAL(S) OR MEDICAL FACILITIES THAT PROVIDED TREATMENT		ADDITIONAL MEDICAL PROVIDERS (IF NEEDED)	
ADDRESS		ADDRESS	
	TELEPHONE NO.		TELEPHONE NO.
NAME OF PHYSICIAN(S) WHO PROVIDED TREATMENT FOR INJURIES			TELEPHONE NO.
WAS VICTIM EMPLOYED AT THE TIME OF THE CRIME? (IF YES– SEE EMPLOYMENT QUESTIONNAIRE) ☐ YES ☐ NO		IS INSURANCE AVAILABLE TO COVER EXPENSES? (IF YES COMPLETE THE FOLLOWING) ☐ YES ☐ NO	

NAME OF INSURANCE COMPANY	NAME OF INSURED	POLICY NUMBER

HOW DID YOU LEARN OF THE CRIME VICTIM COMPENSATION PROGRAM?

NAME OF PERSON OR AGENCY ASSISTING APPLICANT	TELEPHONE NO.

BEST COPY AVAILABLE

Claim No.

Applications should be completed and submitted to:

Division of Workers' Compensation
Bureau of Crimes Compensation
2551 Executive Center Circle West
Tallahassee, Florida 32301

The Division of Workers' Compensation, Bureau of Crimes Compensation, is required to investigate applications for assistance filed pursuant to Chapter 960, Florida Statutes.

This application will be used to gather pertinent information from employers, physicians, medical facilities and insurers to determine whether an applicant is eligible to receive an award.

Requests for information about the crime will be sent to law enforcement agencies.

Information that is confidential by law shall remain confidential.

Any person who procures compensation under this chapter by any fraud, or any person who counsels another person to procure compensation under this chapter by any fraud shall be recoverable by the Division of Workers' Compensation, Bureau of Crimes Compensation, including punitive damages, and costs of such action, plus interest. (Section 960.18, Florida Statutes)

AUTHORITY TO RELEASE INFORMATION
TO THE
DIVISION OF WORKERS' COMPENSATION
BUREAU OF CRIMES COMPENSATION

Subrogation Agreement: I hereby agree to notify the Bureau of Crimes Compensation in the event that additional benefits become available to me in payment of the same expenses for which I receive compensation from the Bureau, and to transfer and assign these benfits to the extent of the amount of the award the Bureau makes to me. (Section 960.16, Florida Statutes)

Financial Release: I hereby authorize any bank, lending institution, savings and loan assocation, credit union, or social service agency to release information about my financial status to the Bureau of Crimes Compensation.

Medical Release: I hereby authorize any hospital, physician, medical facility, insurer, or any other person who has knowledge relative to my claim to furnish information to the Bureau of Crimes Compensation.

Witness' signature

Applicant's signature

Date

BEST COPY AVAILABLE

APPLICANT'S FINANCIAL REPORT

CLAIM NO.

APPLICANT'S NAME

ASSETS (Real Property, Savings, Stocks, Bonds, Life Insurance, etc.)

DESCRIPTION	NAME - LOCATION - PAYER	AMOUNT OR VALUE

LIABILITIES (Mortgage, Personal Loans, Debts, etc.)

DESCRIPTION	LENDING INSTITUTION	BALANCE	MONTHLY PAYMENT

COMBINED MONTHLY INCOME AND HOUSEHOLD LIVING EXPENSES

INCOME	AMOUNT	BASIC LIVING EXPENSES	AMOUNT
EMPLOYMENT (ALL SOURCES)		RENT - MORTGAGE	
PENSIONS		UTILITIES	
WELFARE		FOOD	
SOCIAL SECURITY		TRANSPORTATION	
ALIMONY/CHILD SUPPORT		ALIMONY/CHILD SUPPORT	
FOOD STAMPS		OTHER (LIST)	
OTHER (LIST)			

EXPENSE INCURRED OR PAID BECAUSE OF THE CRIME (Attach copies of all invoices and bills received to date.)

TYPE	AMOUNT	TYPE	AMOUNT
LOSS OF WAGES FROM TO		REMEDIAL CARE (VOC. REHAB., PHYSICAL THERAPY, ETC.)	
PHYSICIAN SERVICES		BURIAL EXPENSES	
HOSPITAL AND EMERGENCY ROOM TREATMENT		OTHER (LIST)	
RESCUE OR AMBULANCE SERVICE			
REPLACEMENT SERVICES (i.e., BABYSITTING, NURSING CARE, ETC.)			

STATE OF FLORIDA
DEPARTMENT OF LABOR AND EMPLOYMENT SECURITY
DIVISION OF WORKER'S COMPENSATION
BUREAU OF CRIMES COMPENSATION
TALLAHASSEE, FLORIDA 32301

EMPLOYMENT QUESTIONNAIRE

BEST COPY AVAILABLE

DO NOT USE THIS AREA

THE APPLICANT AND/OR VICTIM MUST HAVE THEIR EMPLOYER, AS OF THE DATE OF THE CRIME, COMPLETE THIS FORM AND SUBMIT IT TO THE BUREAU OF CRIMES COMPENSATION. IF THE VICTIM IS NOT THE APPLICANT QUESTIONNAIRES MUST BE SUBMITTED FOR EACH PERSON.

CLAIM NO.

☐ APPLICANT
☐ VICTIM

NAME

SOC. SEC. NO.

EMPLOYER'S NAME

TELEPHONE NO.

EMPLOYER'S ADDRESS

JOB TITLE OF ABOVE NAMED PERSON

DATE HIRED

PRESENTLY EMPLOYED ☐ YES ☐ NO

IF NO – TERMINATION DATE

DAYS WORKED PER WEEK

IMMEDIATE SUPERVISOR'S NAME

TELEPHONE NO.

DATE OF THE CRIME

LOST TIME CAUSED BY THE CRIME
FROM THRU

LIST THE PAYROLL INFORMATION, FOR THIS PERSON, FOR THE WEEKS PRECEDING THE CRIME. INCLUDE ALL WEEKS THIS PERSON WAS EMPLOYED UP TO 13 WEEKS.

	WEEK ENDING DATE	GROSS EARNINGS	FEDERAL INCOME TAX	SOC. SEC. DEDUCTION	OTHER DEDUCTIONS	NET EARNINGS	ITEMIZE OTHER DEDUCTIONS HERE
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							

IDENTIFY BENEFITS AVAILABLE THROUGH EMPLOYER, SUCH AS ANNUAL/SICK LEAVE, WORKERS' COMPENSATION, DISABILITY BENEFITS, GROUP INSURANCE, OTHER (SPECIFY). PLEASE STATE TYPE, PAYER, AMOUNT AND DATE PAID.

AUTHORIZED SIGNATURE

TITLE

DATE

CAREERS: Sheriff of Okeechobee County

The student will be able to:

1. Identify the interests and skills needed by a person to become elected to the Office of the Sheriff.
2. Identify services provided by the Sheriff's Office.
3. Identify equipment used by the Sheriff's Office.
4. Identify training and qualifications necessary to become a Sheriff.

The local Sheriff is always interested in speaking to the students about his job and about the students' role in community as citizens.

The following forms will guide student questions and their written assignment on the Sheriff's tasks.

Resume of

_____

(Name)

for
Purpose of Introduction

Personal: Name_____

Marital Status_____

Family_____

Residence_____

Education: Degress or Certificates_____

_____

Honors_____

_____

Extracurricular_____

_____

Work History: Beginning Employment _____

_____

_____

Miscellaneous Information _____

_____

_____

_____

_____

Typical Student Question List

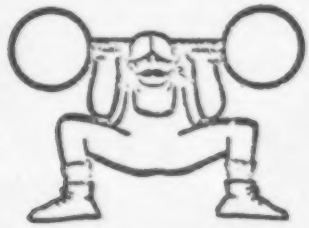
1. What do you like about your occupation?
2. Is there anything you do not like about your work?
3. How does your career help the community?
4. What habits help you do your job well?
5. How much education is necessary to enter your career?
6. What kinds of training did you need beyond high school?
7. What are the common skills of your career?
8. What tools or special equipment do you use?
9. What interests and/or abilities helped you decide on your career choice?
10. Are additional workers needed now in this occupation?
11. What is the salary scale for this job?
12. How many different types of jobs are related to this job?
13. How is your time spent?
14. What part of the job do you enjoy most?

JUVENILE JUSTICE SYSTEM.....

Anyone who reads the newspaper knows that a) there are an increasing number of juvenile offenses of a more serious nature, and b) society is getting more serious about youthful offendors.

In 1980 in Florida there were over 107,000 delinquent referrals to the Department of Health and Rehabilitative Services youth intake counselors. 24,257 children/youth were detained. Of these, 4,667 were committed to some correctional program.

In the correctional programs, it costs $37.47 per day for a child in a detention center (averaging $411.63 per case); $40.90 per day per child in one of Florida's three training schools ($6,462.20 per case); and $1.24 per day per child in community control ($352.16 per case average). Programs are expensive....and this does not include law enforcement and court costs!



THE JUVENILE JUSTICE PROCESS

Objective(s):

1) The students will learn the procedural steps involved when a juvenile has been charged with a crime.

2) By involving students in the decision-making process, the students will better learn the consequences of crime.

Situational Activity: (to be read aloud)

Jack Thomas, now 14 years old, has been stealing little things from "Melba's Hobby and Sporting Goods" for quite a while. Melba Banks, the owner, knows Jack quite well, as they are neighbors. She has seen Jack take batteries and decals over the last couple of years and has ignored the situation. However, recently, Jack has started to steal more expensive items. Melba could no longer look the other way. She called Jack's parents, who after hearing about what Jack had done, were quite upset and embarrassed. They agreed to pay Melba for the items stolen and they made Jack apologize.

All was forgotten until:

"Dum de dum dum (Dragnet theme)

It was 2:00 p.m. Saturday, October 15th. Jack Thomas had received his weekly allowance of $5.00 and he decided to do a little shopping.

2:15 p.m. Jack arrives at "Melba's Hobby and Sporting Goods" on foot.

2:20 p.m. Jack enters store and heads right for the "stompers." He wants to add one to his collection.

2:30 p.m. As Jack is trying to decide which "stomper" to buy, a beautiful red 10-speed catches his eye. "Boy, was it a beauty. But who could affort it at $89,: he thought.

2:35 p.m. He moves over to the bike, which is parked by a back door. Wow, would he love to have it! He could keep it in the shed, back by the dog pens. Who would know?

2:40 p.m. After a quick glance around the store, he put up the kick stand and started rolling the bike towards the back door. At this same time, Melba's husband Fred, who had just put some trash out back, opened the back door. Jack looked like he had just seen a ghost!

2:45 p.m. Melba Banks had had enough! Jack was detained and this time she called the police!

Follow-Up Questions:

1) Why was Melba able to detain Jack? (probable cause)

2) What crime can Jack be charged with? (theft - a second degree misdemeanor)

3) What is going to happen to Jack? (opened-ended classroom discussion)

Plan Trip to County Jail

Lead-Up Discussion: Define and discuss the following terms to familiarize students before trip.

1) Custody - When police take charge of individual

2) Juvenile - any child under age 18

3) Delinquent - court has found child guilty of an offense

4) Client - term used instead of inmate for child held in detention center

Suggested Evaluation: Crossword puzzle

Field Trip: Booking Procedures

Have it arranged so that students see:

Computer information
Fingerprinting
Photograph
Hand-cuffed
Placed in Holding Cell

Upon returning to classroom hold discussion on booking procedures and start teach court procedures. Include the following terminology:

1) detention hearing - will child be detained, returned to parents
2) arraignment - to hear child's plea
3) adjudicatory hearing - the "trial"
4) disposition hearing - judge makes final decision in case

Plan field trip to local juvenile court.

(If possible, plan for judge to give background to situation to be observed with students.)

Upon returning to classroom, set up "mock hearings" to decide disposition on Jack Thomas.

1. Assign students to play following characters:

    1. Judge
    2. State Attorney
    3. Public Defender,
    4. Bailiff
    5. Jack
    6. Melba Banks
    7. Fred Banks

2. Hold "adjudicatory hearing" on Jack

3. After "mock hearing," have class list community based programs for disposition of Jack.

4. Hold class discussion type disposition hearing on Jack.

    Possible Choices:

    a. working for Melba Banks to compensate her for bike stolen
    b. work for non-profit organization
    c. group counseling

Councluding Activities:

1. Make large "time line" of processes learned using cartoon character and children's pictures on bulletin board paper.

2. Make booklets of each step of process: drawing and coloring pages.

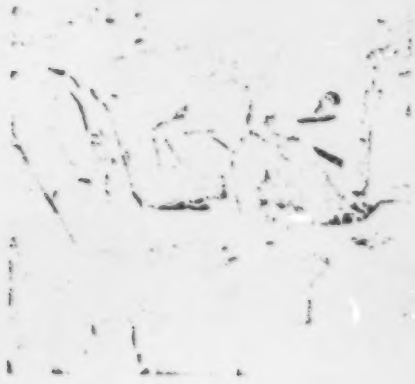
THE ADULT CRIMINAL JUSTICE PROCESS.....

Nothing in life seems so frightening to middle class Americans than to be stopped by the police after doing something even slightly illegal. The fear of police is irrational... the fear of breaking society's laws is rational!

One impressive law education experience for all Americans, Floridians, and Okeechobeeans is a visit to a county jail. The Sheriff's office in Okeechobee stands ready to accommodate student and adult visits when scheduled in advance.

They will run one of your students through the process from arrest to booking to jailing...and explain carefully the follow-up court procedures. The teachers who produced this book valued their tour of the jail one Saturday morning, and so will their students!

The following forms will assist you in preparing your students for the visit.....



Plan to prevent crime.

Potential Field Trip to the Okeechobee County Jail

1. Fourth graders could learn the procedure when arrested: computer information, fingerprinting, and picture taking. Fourth graders could then gain a feeling of what confirment is like by seeing one of the empty hall cells upstairs. If the larger cells were empty, these would also be appropriate for viewing.

   It should be stressed what a jail is really like instead of T.V. impressions. Perhaps the teacher could have students draw pictures of their impressions of jail before they go to vist our jail.

   Students will be able to perceive that jail is NOT glamorous. Take a trip upstairs to see an empty cell. Make sure children are aware of the effects in the future when they have a record of some type.

2. A trip to the county jail would be very beneficial for fifth graders. It would show them the process of being placed in jail. They would probably be very interested in the computer check, the fingerprinting, etc.

   I feel it would be good for them to see the reality of jail, since all they know is the glamourous versions seen in movies and T.V. They should see that it is rather cramped, depressing, and has very little privacy (if any).

   They probably shouldn't go to see any prisoners, but viewing empty cells would be okay. It would be good to show them what the loss of freedom would be like.

   It would also be good for students to talk to the jail staff and see that they are nice people, not "bad guys." It might also serve as a career education activity, and also careers not open to convicted criminals.

3. The sixth grade students will acquire knowledge of county law officials and identify a list of jobs related to the occupations of employees at the county jail. After the visit to the jail, students will discuss the following: (1) job clusters, (2) job placement, (3) job opportunities, (4) job security, (5) job training or education needed for different positions, (6) benefits and salaries, and (7) advantages and disadvantages of positions and how jobs are obtained.

Follow-Up Questions: (1) In what other job do people use the same educational skills? ( ) What other positions are related to the jobs found at the jail. (3) What equipment is needed for each job? (4) What generalizations can be made about the pay and job security?

Students should see the official duties and learn about the training needs for each career cluster at the jail.

THE PROCESS.....TO ACCOMPANY THE SAMPLE FORMS

Criminal

1. Arrest-Police take person into custody. BOOKING (information recorded about persons) and fingerprinting takes place.

   a) The policeperson arrives on the scene, sees what's wrong, collects data, and decides whether an arrest is in order.
   b) If so, s/he does the arrest, reads the person his/her rights, and fills out an arrest report.
   c) The person is taken to the jail where s/he is informed of his/her rights, informed again of the charges, his/her name is run through the computer to check his/her record and any outstanding warrants, s/he is fingerprinted. If s/he is to be held, an "inmate receiving report" is filled out and his/her personal property is bagged and a receipt signed.

2. Initial appearance: misdemeanor case--Defendant is given a copy of the complaint and asked to enter a plea. A trial date is set and the judge either imposes bail or releases the defendant. Initial appearance: felony case--Defendant is informed of the charge, advised of his/her rights to a preliminary examination and/or presentation of the case to a grand jury. No plea is entered.

   a) An "arrest affidavit" is completed prior to the hearing showing PROBABLE CAUSE. And a court defendant form is filled in to assist in keeping track of the case.
   b) The defendant is given a form to request a court appointed or public defender if s/he cannot afford an attorney.

3. INDICTMENT or INFORMATION-- PROSECUTOR (government's attorney) Either takes evidence before Grand Jury to get an indictment or has sufficient evidence from police that an information may be filed.

   (This occurs in serious cases for the circuit courts.)

4. Pretrial proceedings--Hearings may be held on motions to dismiss the case, to have evidence ruled inadmissible, or to permit discover. Defendant may enter a plea of guilty with the hope of receiving a lessor sentence.

5. Trial--Presentation of evidence by PROSECUTION and defense.

6. Decision--Verdict is made by trier of fact, which may be jury or judge.

7. Sentence--Imposition of a penalty, which may be a prison term, probation, fine, or other penalty.

   a) A final disposition form is sent to the Florida Department of Law Enforcement (where the fingerprints were sent earlier) so that the computer will have a complete record of the case and of the defendant. This is the computer to which law enforcement officers across the State turn to in the booking process above.

BEST COPY AVAILABLE

IN THE CIRCUIT/COUNTY COURT IN THE TENTH JUDICIAL CIRCUIT
IN AND FOR _____ COUNTY, FLORIDA

ARRESTING AGENCY _____
ARRESTING OFFICER _____
DEPT. REPORT NO. _____
DATE/TIME OF ARREST _____
PLACE OF ARREST _____

CASE NO. _____
FILED _____ RECORDED IN
BOOK _____ PAGE _____
_____
DEPUTY CLERK

☐ NOTICE TO APPEAR ☐ COMPLAINT AFFIDAVIT ☑ ARREST REPORT

CITY OF _____ COUNTY OF _____ STATE OF FLORIDA

The undersigned affiant swears that he/she has just and reasonable grounds to believe that on _____ at approx.

_____ p.m./a.m. in the vicinity of _____ County, Florida

_____ ALIAS _____
(Last) (First) (Middle)

ADDRESS _____
Phone

D.L. # _____ S.S. # _____ DOB _____

R/S _____ Ht./Wt. _____ Hair _____ Eyes _____ POB _____

Marital Status _____ Scars _____ Complexion _____ Occupation _____

Employer _____
Phone

committed the offense(s) of _____

_____ in violation of F.S. _____ or M.O. _____

Probable Cause:

Sworn to and subscribed before me, the undersigned authority, this

_____ day of _____ 19___ _____
Affiant

_____
Deputy Clerk/Notary Public

Bond _____ when posted _____ ☐ Cash ☐ Surety

Others involved _____

Parents _____ DETAINED/PARENTS NOTIFIED

Investigating Agency/Officer(s) _____

Victim: _____
Name Address Phone

Witness: _____
Name Address Phone

Witness: _____
Name Address Phone

NOTICE TO APPEAR

I agree to appear in County Court located at _____, _____, Florida

on _____, 19____, at _____ p.m./a.m. to answer the charge(s) in this complaint. I understand that a willful failure to appear will result in a warrant for my arrest and may be a new offense.

_____ _____
Date Defendant

☐ NO BILL PETITION ☐ PROSECUTION APPROVED _____
Assistant State Attorney Date

MCSO FORM

ORIGINAL

The Herald Advocate, Wauchula, Fla. 33873

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OKEECHOBEE COUNTY JAIL

INMATE RECEIVING

NAME: _____, _____ _____
LAST FIRST MIDDLE

DOB: _____ POB: _____ DATE & TIME OF ARREST: _____

SEX: ___ RAC: ___ HEIGHT: ___ WEIGHT: ___ EYES: ___ HAIR: ___

ARRESTING OFFICER: _____ CO __ PD __ FHP __ OTHER __ CHARGES: #1 _____

_____ #3 _____ #4 _____

SUBJECT ON : PROBATION __ PAROLE __ HOLD: _____

PHYSICAL CONDITION: GOOD __ POOR __ INTOXICATED __ UNDER DRUG INFLUENCE __

ATTITUDE: COOPERATIVE __ UN-COOPERATIVE __

FORCE USED TO CONTROL ? YES __ NO __ OFFICER COMMENTS: _____

_____

_____

_____

RECEIVING OFFICER: _____

INMATE MEDICAL

HAVE YOU BEEN TREATED BY A DOCTOR OR PSYCHIATRIST RECENTLY ? YES __ NO __. NAME OF DOCTOR AND REASON: _____

ARE YOU TAKING ANY MEDICATION AT THIS TIME ? TYPE AND DOSAGE: _____

_____

DO YOU HAVE EPILEPSY ? YES __ NO __ DIABETES ? YES __ NO __ TAKE INSULIN ? YES __ NO __

HAVE YOU BEEN TREATED FOR A HEART CONDITION ? YES __ NO __ FOR T.B. ? YES __ NO __

ARE YOU PREGNANT ? YES __ NO __ HOW MANY MONTHS ? _____ HAVE YOU HAD TROUBLE WITH CHILD BIRTH IN THE PAST ? YES __ NO __ ARE YOU IN PAIN ? YES __ NO __ HEMORRHAGING ? YES __ NO __

WAS A DOCTOR CALLED AT TIME OF BOOKING INMATE ? YES __ NO __ IF SO EXPLAIN: _____

_____

INMATE RELEASE

CONDITION AT RELEASE TIME: GOOD ___ POOR ___ COMPLAINING OF ILLNESS ___

PERSONAL PROPERTY RELEASED: YES __ NO __

HOW RELEASED: ROR: _____ CASH BOND _____ SURETY BOND _____

COMMENTS: _____

_____

DATE & TIME: _____

RELEASING OFFICER: _____

RIGHT PALM____LEFT PALM____

SIGNATURE OF PERSON PRINTED

OFFICIAL TAKING PRINTS

DATE OF PRINTS

THUMB PRINT

OKEECHOBEE COUNTY JAIL
OKEECHOBEE, FLORIDA

Name _____ Jail No. _____

Charge: _____

Arresting Officers: _____

Date _____ Time: _____ A. M. _____ P. M.

The following articles taken from prisoner:

$ _____

_____

_____

_____

_____

_____

_____

_____ _____

Witness Prisoner's Signature

_____ _____

Witness

Remarks: _____

_____

_____

If articles not in envelope; note where stored.
If prisoner unable to sign above, note why under "Remarks" and have two witnesses sign as to articles taken.

Prisoner's Receipt for Articles

Received of Okeechobee Police Dept this _____ day

of _____, 19____ the above listed articles

_____

Signature

Delivered by

_____

BOWEN SUPPLY COMPANY, PLANT CITY, FLA. FORM 67-155

LEAVE BLANK

STATE USAGE

TYPE OR PRINT ALL INFORMATION IN BLACK

LAST NAME NAM FIRST NAME MIDDLE NAME

BEST COPY AVAILABLE

ALIASES AKA

ORI FL0470000
SO
OKEECHOBEE FLA

FBI LEAVE BLANK

SIGNATURE OF PERSON FINGERPRINTED

DATE OF BIRTH DOB
Month Day Year

THIS DATA MAY BE EXCHANGED WITH LOCAL, STATE AND NATIONAL FBIS

DATE ARRESTED OR RECEIVED DOA

SEX	RACE	HGT	WGT	EYES	HAIR	PLACE OF BIRTH POB

DATE

SIGNATURE OF OFFICIAL TAKING FINGERPRINTS

YOUR NO OCA

LEAVE BLANK

CLASS

REF

CHARGE

1
2
3

NCIC

FBI NO FBI

SID NO SID

FINAL DISPOSITION

1
2
3

SOCIAL SECURITY NO SOC

NCIC CLASS FPC

CAUTION

1 R THUMB | 2 R INDEX | 3 R MIDDLE | 4 R RING | 5 R LITTLE

6 L THUMB | 7 L INDEX | 8 L MIDDLE | 9 L RING | 10 L LITTLE

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY | L THUMB | R THUMB | RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

Reel

Check Name*

ANA* Yes ☐ No ☐

Add D O B * Yes ☐ No ☐

1	2	3	4	5

6	7	8	9	10

Aliases for Input*

CHQU

Old F/P Class

Frame

Old Height	Old Weight	Old Hair	Blocking Out	Blocking Out Reference	Classed By
			89		

Mod P O B *	Add SSN*	In NCIC	Idented By
Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	

FDLE No	Reel and Frame	Blocked Out By	Mod Reel and Frame*	Verified By
			☐ ☐	

FLORIDA DEPARTMENT OF LAW ENFORCEMENT
P. O. BOX 1489, TALLAHASSEE, FLORIDA 32302

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PALM PRINTS TAKEN? YES ☐ NO ☐

PHOTO AVAILABLE? YES ☐ NO ☐

IF AVAILABLE, PASTE PHOTO OVER INSTRUCTIONS IN DOTTED AREA (DO NOT USE STAPLES)

SINCE PHOTOGRAPH MAY BECOME DETACHED INDICATE NAME, DATE TAKEN, FBI NUMBER, CONTRIBUTOR AND ARREST NUMBER ON REVERSE SIDE, WHETHER ATTACHED TO FINGERPRINT CARD OR SUBMITTED LATER

IF ARREST FINGERPRINTS SENT FBI PREVIOUSLY AND FBI NO. UNKNOWN, FURNISH ARREST NO. _____ DATE _____

STATUTE CITATION (SEE INSTRUCTION NO. 9) CIT

1

2

3

ARREST DISPOSITION (SEE INSTRUCTION NO. 5) ADN

1

2

3

EMPLOYER IF U. S. GOVERNMENT, INDICATE SPECIFIC AGENCY. IF MILITARY, LIST BRANCH OF SERVICE AND SERIAL NO.

OCCUPATION

RESIDENCE OF PERSON FINGERPRINTED

SCARS, MARKS, TATTOOS, AND AMPUTATIONS SMT

BASIS FOR CAUTION ICO

DATE OF OFFENSE DOO | SKIN TONE SKN

MISC. NO. MNU

ADDITIONAL INFORMATION

IC-10(REV. 7/73)

INSTRUCTIONS

1. UNLESS OTHERWISE PROVIDED BY REGULATION IN YOUR STATE, FINGERPRINTS ARE TO BE SUBMITTED DIRECTLY TO FBI IDENTIFICATION DIVISION. FORWARD IMMEDIATELY FOR MOST EFFECTIVE SERVICE.

2. FINGERPRINTS CHARGED BE SUBMITTED BY ARRESTING AGENCY ONLY. (MULTIPLE PRINTS ON CARD CHARGE CANNOT BE SUBMITTED BY OTHER AGENCIES SUCH AS JAILS, RECEIVING AGENCIES, ETC.) REQUEST COPIES OF FBI IDENTIFICATION RECORD FOR ALL OTHER SUBMITTED AGENCIES IN BLOCK BELOW. GIVE COMPLETE MAILING ADDRESS, INCLUDING ZIP CODE.

3. TYPE OR PRINT ALL INFORMATION.

4. SEE ABBREVIATIONS IN PRINTER BLOCKS.

5. LIST FINAL DISPOSITION IN BLOCK ON FRONT SIDE. IF NOT KNOWN, AN ARREST SUBMIT LETTER, INDICATE WAS THE CHARGE(S) ON RECORD. IF FINAL DISPOSITION NOT AVAILABLE WHEN REQUESTED, APPROPRIATE AGENCY (PROSECUTOR, ETC.) RELEASED NO FORMAL CHARGE WAS FILED, OR CASE DISMISSED, SUBMIT DISPOSITION BLOCK PROVIDED ON THIS CARD.

6. STATE STATUS OF APPREHENDING OFFICE FULLY AND SPECIFICALLY. CAUTION: CHECK FBI ON HAND 3 CAUTION STATEMENTS INDICATING BASIS FOR CAUTION. DO NOT USE REASON FOR CAUTION, E.G., ARMED AND DANGEROUS, CRIMINAL, ETC.

7. MISCELLANEOUS NUMBER: SHOULD INCLUDE SUCH NUMBERS AS MILITARY SERVICE, PASSPORT, ALIEN REGISTRATION, SOCIAL SECURITY, OPERATOR'S LICENSE, OR OTHER NUMBER.

8. STATUTE CITATION: IDENTIFY SPECIFIC STATUTE, (EXAMPLE: 811.021 PENAL LAW AND CRIMINAL CODE CITATION INCLUDING ANY SUB SECTION).

9. ALL INFORMATION REQUESTED IS ESSENTIAL.

SEND COPY TO

REPLY DESIRED? YES ☐ NO ☐

(REPLY WILL BE SENT IN ALL CASES IF SUBJECT FOUND TO BE WANTED)

IF COLLECT WIRE OR COLLECT TELEPHONE REPLY DESIRED, INDICATE HERE. (WIRE SENT ON ALL UNKNOWN DECEASED)

WIRE REPLY ☐ TELEPHONE REPLY ☐ TELEPHONE NO. AND AREA CODE _____

LEAVE BLANK

LEAVE BLANK

Rap Back

Old Occupation

Old Address

Old City | Old State

Add SMT* Yes ☐ No ☐ | Caution Flags

Add MNU* Yes ☐ No ☐

81 90

ASTERISKED (*) FIELDS MANDATORY

FUGITIVE WARRANT	PROBATION VIOLATION	FILED CASE	NOT FILED	FELONY	MISDEMEANOR	BENCH WARRANT
( )	( )	( )	( )	( )	( )	( )

IN THE NINETEENTH JUDICIAL CIRCUIT IN AND FOR OKEECHOBEE COUNTY, FLORIDA
FIRST APPEARANCE

DATE: _____

TIME: _____

STATE OF FLORIDA

VS

_____, CASE NO. _____

CHARGE(S): _____

_____

I. DEFENDANT ARRESTED BY _____ (AGENCY) UPON WARRANT ( ); UPON CAPIAS ( ); OTHER ( );

HAVING REVIEWED: SWORN TESTIMONY ( ), AFFIDAVITS ( ), AND/OR INFORMATION FILED BY STATE ATTORNEY ( ), WARRANT ( )

A. _____ PROBABLE CAUSE TO BELIEVE THAT DEFENDANT HAS COMMITTED, AND DEFENDANT SHALL BE HELD TO ANSWER FOR, THE OFFENSE(S) OF _____.

_____

B. _____ NO PROBABLE CAUSE TO BELIEVE THAT DEFENDANT HAS COMMITTED, AND DEFENDANT SHALL NOT BE HELD TO ANSWER FOR, THE OFFENSE(S) OF _____

_____

II. HAVING FOUND PROBABLE CAUSE, THE COURT HAS NOW ADVISED THE DEFENDANT:

( ) BOND SET AT: _____

( ) DEFENDANT HELD WITHOUT BOND

( ) RELEASED ON OWN RECOGNIZANCE TO APPEAR IN COURT ON DATE AND HOUR SHOWN BELOW.

DEFENDANT INFORMED AND ADVISED OF:

( ) THE CHARGE. DEFENDANT GIVEN COPY OF COMPLAINT. YES: _____ NO: _____

REASON: _____

( ) HIS RIGHT TO REMAIN SILENT AND THAT ANYTHING HE SAYS MAY BE USED AGAINST HIM.

( ) HIS RIGHT TO COMMUNICATE WITH COUNSEL/FAMILY/FRIENDS.

( ) HIS RIGHT TO PRIVATE COUNSEL OR THE PUBLIC DEFENDER.

PUBLIC DEFENDER APPOINTED: YES: _____ NO: _____.

ATTORNEY: _____

PRELIMINARY HEARING SET: _____

BOUND OVER TO _____ COURT RETURNABLE _____

PLEA OF: _____ SENTENCED TO: _____

_____

_____

_____

DEFENDANT JUDGE

Copies To: WHITE — Court File
GREEN — Sheriff
CANARY — Defense Attorney/Defendant
PINK — County Judge
GOLD — State Attorney

82

CIRCUIT CASES ONLY:

Plea day in Okeechobee County Circuit Court on the _____ day of _____ at 9:30 a.m.

1 5347

BEST COPY AVAILABLE

PRESS HARD YOU ARE MAKING 5 COPIES — USE BALL POINT PEN ONLY

USE SEPARATE FORMS FOR EACH DEFENDANT AND FOR MULTIPLE OFFENSES OCCURRING AT DIFFERENT TIME DATE OR LOCATION

ARREST AFFIDAVIT

COURT CASE NUMBERS
1. _____
2. _____
3. _____
4. _____

ARREST INITIATION
☐ CRIME SCENE
☐ WALK IN
☐ TURNED SELF IN
☐ WARRANT ☐ CAPIAS
ENTER NUMBER

☐ CHECK TRUE NAME → DEFENDANT NAME (LAST FIRST MIDDLE) ☐ ROR ☐ JAIL

BOOKING OFFICER | JAIL NUMBER | A K A | FOR OFF | COMPLAINT DATE

AGENCY CASE NO | DATE OF BIRTH / / | PERMANENT ADDRESS STREET NO STREET NAME CITY PHONE | STATE | ZIP CODE | CNTY

DEFENDANT REQUIRED TO APPEAR IN CIRCUIT COURT
ON _____
AT _____ AM/PM

SEX M F | HEIGHT | WEIGHT | RACE W H J L U M B C O | EYE COLOR BLK BRO GRN MAR (UNK) BLU GRY HAZ PNK | HAIR COLOR BAL BLN GRY RED (UNK) BLK BRO WHI SPK

SOCIAL SECURITY NUMBER | OCCUPATION OR EMPLOYER | OTHER IDENTIFYING MARKS

DEFENDANT REQUIRED TO APPEAR IN COUNTY COURT
ON _____
AT _____ AM/PM

ARREST DATA → DATE / / | MILITARY TIME | SECTOR | STREET ADDRESS | CITY | STATE | CNTY

OFFENSE DATA → DATE / / | MILITARY TIME | SECTOR | STREET ADDRESS | CITY | STATE | CNTY

OFFENSES (LIST STATUTE NUMBERS WITH OFFENSE NAMES) | STATUTE NUMBER

1. F M J
2. F M J
3. F M J
4. F M J

VICTIM | ADDRESS | PHONE

CLERK COURT COPY | PRINCIPAL ARRESTING OFFICER/AGENCY (PRINT) | OFFICER ID NO | BONDSMAN/SURETY NAME | BOND AMOUNT

CO-DEFENDANTS (LAST NAME, FIRST, MIDDLE)	
A	C
B	D

PROBABLE CAUSE

SUMMARY OF OFFENSES AND PROBABLE CAUSE AFFIDAVIT:
The above named defendant was arrested for the following reasons:

The preceding is true to the best of my present knowledge or belief.

Signature _____ Agency _____

NOTARY ASA _____ Notarization: Sworn & Subscribed before me this _____ day of

_____, 19____ 92 83

My commission expires

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IN THE CIRCUIT COURT OF THE
NINETEENTH JUDICIAL CIRCUIT
IN AND FOR OKEECHOBEE COUNTY
STATE OF FLORIDA

STATE OF FLORIDA

Plaintiff,

vs.

Defendant.

CASE NO.

CHARGE:

ORDER ON DEFENDANT'S REQUEST
FOR COURT APPOINTED ATTORNEY

Upon the above named defendant's request for court appointed attorney and financial information affidavit filed herein, it is Ordered as marked below:

( ) The above named defendant is declared to be indigent or partially indigent within the meaning of the law in such cases, and the attorney indicated below is appointed to represent the defendant during initial and subsequent proceedings in this case:

( ) The office of the Public Defender of this circuit.

( ) _____, a member of the Florida Bar practicing in this circuit.

( ) Defendant, being partially indigent, shall pay $_____ per week to the Clerk of this Court until he or she has paid $_____, as a deposit toward the amount to be assessed for the services of said attorney and costs, or until further Order of this court, whichever occurs first.

A lien is hereby established upon the real or personal property of the defendant, presently owned or hereafter acquired, as security for the debt created for the value of services to be rendered on behalf of the defendant.

( ) Said request is hereby denied because:

( ) The defendant is not indigent or partially indigen

( ) The defendant, although partially indigent, does not meet the Court's criteria for appointment of an attorney.

( ) The defendant is charged with a misdemeanor or violation of a municipal ordinance and will not be imprisoned in the event he or she is convicted

DATE

JUDGE

cc: Office of the Public Defender, 19th Judicial Circuit

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FINAL DISPOSITION REPORT

FBI NUMBER

OBTS NUMBER

NOTE: This vital report must be prepared on each individual whose arrest fingerprints have been forwarded to the Florida Department of Criminal Law Enforcement without final disposition noted thereon. If no final disposition is available to arresting agency, also obtain subject's right four fingers on this form, supply identification data and furnish arresting agency information and forward when case referred to prosecutor and/or courts. Agency on notice as to final disposition should complete this form and submit to: Florida Department of Criminal Law Enforcement, P.O. Box 1489, Tallahassee, Florida 32302, Attention: Crime Information Bureau.

(See instructions on reverse side)

FDCLE NUMBER	NAME ON FINGERPRINT CARD SUBMITTED TO FDCLE (LAST / FIRST / MIDDLE)			
CONTRIBUTOR OF FINGERPRINTS	DATE OF ARREST (M D Y)	ARREST NUMBER	SEX	RACE	DATE OF BIRTH (M D Y)

ARREST SEGMENT

OFFENSES CHARGED AT ARREST	NCIC CODE	FLORIDA STATUTE
1.		
2.		
3.		
4.		
5.		

COURT SECTION

CONTRIBUTOR OF DISPOSITION DATA

DISPOSITION DATE (M D Y)

COURT DOCKET NUMBER

☐ COURT ORDERED EXPUNGEMENT:
Return Arrest Fingerprint Card to Contributing Agency;
Certified or Authenticated Copy of Court Order Attached.

FINAL CHARGES	Not filed on by State Attorney	Nolle Prossed by State Attorney	Acquitted	Dismissed	Convicted	Adjudication Withheld	Convicted Sentence Deferred	Acquitted–Insanity	Acquitted Mental Incompetent	Charge Dismissed Insanity	Charge Dismissed Mental Incompetent	Charge Pending Insanity	Charge Pending Mental Incompetent	Extradicted	Other*
1.															
2.															
3.															
4.															
5.															

SENTENCE PROVISIONS

1.
2.
3.
4.
5.

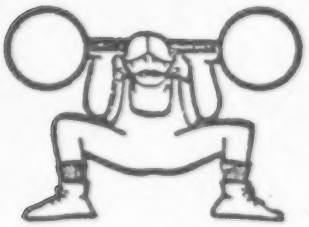
* Explain use of "Other" in Sentence Provision Fields

RIGHT FOUR FINGERS PRINTED SIMULTANEOUSLY

APPENDIX.....

SOME ADDITIONAL IDEAS

AND RESOURCES.....



CONSUMER ACTION

Objective:

As a consumer, students will be made aware of their rights and obligations. They will know how to follow steps in voicing a complaint or getting necessary action if their product was to have fault.

They will be familiar with the types of warranty and the one that would apply to the situation.

Situation No. 1:

John Wells is an enterprising 14 year old who has decided to purchase a lawn mower to use in gaining a little extra spending money. He speaks to several people about mowing their yards for a set fee.

John and his parents have purchased a mower from a local store and have paid cash for it. John has made a deal with his parents where he would make payments to them from the money he has earned doing yards.

After a few days the mower ceases to function properly and John is unable to have the equipment to continue to operate.

A discussion would be held to see if the children are aware of what John Wells should do and how he should go about doing it. Should he talk his parents into buying a new mower, give up on the idea of earning extra money, take the mower back, etc?

I would present a few words for vocabulary development such as: warranty, complaint serial No., date of purchase.

A visit to the class by a local store owner discussing some of the above would be helpful.

The children would then be informed of the steps to follow if they had a problem.

1. Write out all of the facts: NAME, ITEM PURCHASED, DESCRIPTION OF ITEM, DATE OF PURCHASE, STORE NAME, WARRANTY NUMBER, AMOUNT OF SALES SLIP.
2. Child should decide what he wants. Does he want a new mower, the mower fixed, or a refund?
3. Is he asking for something that is fair and reasonable?
4. How soon does the other side have to act to satisfy him?
5. The child should decide who he is to speak with--the salesperson or manager?

Once the child has followed all the steps then he should return to the store to see what can be done. Chidlren should also be made aware that if they do not get appropriate action, their parents could go to Small Claims Court.

For a follow-up the class could make posters showing necessary steps for a consumer complaint.

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Brainstorming

GUIDELINES FOR BRAINSTORMING

The brainstorm is a very useful classroom strategy because all students, regardless of level of academic achievement, can participate equally. It is nonthreatening because no evaluation is allowed, and it does not require prior preparation. In addition, a significant amount of information can be gathered quickly.

A critical concern, of course, has to do with what one chooses to have a class brainstorm about. One good topic for secondary-level students is "How many ways have you been in contact with the law since you got up this morning?"

Procedures

1. Post the "Rules of Brainstorming." These should be explained briefly.

Rules of Brainstorming

1. Say anything that comes to mind.
2. Piggybacking on the ideas of others is good.
3. Don't evaluate or criticize what others say.
4. When you can't think of anything else, wait a minute and try again.

---

2. Tell students to call out their ideas (no hands). Post these as they are called out.

3. *Participate* in the brainstorm if it is obvious that students have not gotten the "idea." For example: (a) "I listened to the radio," (b) "I brushed my teeth," (c) "I walked the dog," (d) "I looked at my watch," (e) "I spent some money."

4. Keep going until it is obvious that nothing new will be said, but be willing to allow enough time for everyone to get into the swing of things.

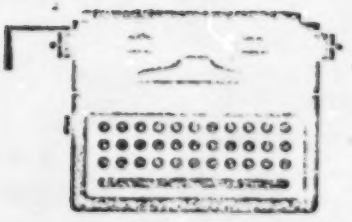
5. Match all of the "ideas" to particular laws or enforcement agencies. For example: (a) F.C.C., (b) Pure Food and Drug Act, (c) leash law, (d) standard time, (e) banking. Some of the "ideas" may be family rules, some may be natural laws, and some may be religious tenets. If the list contains many examples from various sources, students might categorize them by source.

6. One alternative would be to focus on civil and criminal law and classify the "ideas" into these two categories. Students are often surprised that generally they are more often in contact with the social aspects than with the punitive aspects of law.

7. Another alternative might be to lead a discussion on the *effects* of breaking some of the laws they mention. This can lead into a discussion of felonies and misdemeanors.

This brainstorming activity is useful in grades 4-12 to develop in students an awareness of how often they come in contact with the law in the course of their daily activities. Students are asked to tell about all the activities in which they believe the law is involved; a general discussion follows in which specific laws are matched to actions. For example, one of the activities which many students will mention is "I turned on the radio (or TV) to find out what the news was about today." In this case, two areas of law are involved: law governing radio or TV broadcasting, and the whole general area of freedom of the press.

After brainstorming this particular question, secondary students might be asked to complete Handout 18 as a follow-up activity. A related activity that would be useful with intermediate and junior-high students, "When Is the Law Involved?," is provided with the activities for "Introduction to Law" in the "Content" section.



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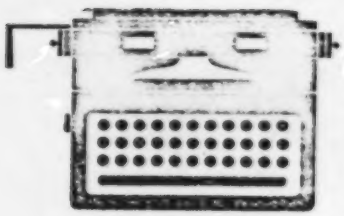

Toll-Free Directory

Help with a problem is often just a telephone call away — and many times, the call won't cost if you know the correct toll-free telephone number. Listed below are many toll-free numbers. You may want to clip the list and tape it inside your telephone directory for easy reference. If you know of other numbers not included, please send them to the Division of Consumer Services for publication later.

Florida

Division of Consumer Services **1-800-342-2176**
7:45 a.m. - 4:30 p.m. M-F.
After hours—recording, can leave name and number.

Public Service Commission **1-800-342-3552**
7:45 a.m. - 4:30 p.m. M-F.
After hours—recording, can leave name and number.

Game and Fresh Water Fish Commission **1-800-342-1676**
Telephones manned 24 hours a day, M-F

HRS **1-800-342-0825**
Telephones manned 24 hours a day, 7 days a week.

Workers' Compensation **1-800-342-1741**
8:00 a.m. - 5:00 p.m. M-F.
No recording after hours

Child/Adult Abuse **1-800-342-9152**
Telephones manned 24 hours a day, 7 days a week.

Blind Services **1-800-342-1741**
8:00 a.m. - 5:00 - p.m. M-F.
No recording after hours.

Comprehensive Cancer Center (English) **1-800-432-5953**
9:00 a.m. - 4.30 p.m. M-F, 305-547-6920, (Dade). Recording after hours until midnight referring, (9-5, M-F), caller to National Cancer Hotline.

Comprehensive Cancer Center (Spanish) **1-800-432-5955**
9:00 a.m. - 4:30 p.m. M-F. Recording after hours until midnight referring, (9-5, M-F), caller to National Cancer Hotline.

Nursing Home Ombudsman **1-800-342-0825**
Telephones manned 24 hours a day, 7 days a week.

Department of Business Regulation **1-800-342-2177**
8:00 a.m. - 5:00 p.m. M-F. No recording after hours.

Department of Professional Regulation **1-800-342-7940**
8:00 a.m. - 4:30 p.m. M-F.
No recording after hours.

Attorney's Referral Service **1-800-342-8011**
8:00 a.m. - 5:30 p.m. M-F. Recording after hours—"Call back during office hours."

Tel-Consumer **1-800-432-6666**
9:00 a.m. - 9:00 p.m. M-F.
9:00 a.m. - 5:00 p.m. Saturday.

Florida Dental Association **1-800-282-9117**
8:30 a.m. - 4:30 p.m. M-F. Recording after hours for Emergency Information.

Internal Revenue Service **1-800-342-8300**
8:00 a.m. - 4:30 p.m. M-F. Recording after hours.

Library for Blind and Physically Handicapped **1-800-342-5627**
8:00 a.m. - 5:00 p.m. M-F. Recording after hours.

Veterans Information **1-800-282-8821**
8:30 a.m. - 4:30 p.m. M-F. Recording after hours—"Call back 8:00 - 4:30 M-F"

National

Interstate Commerce Commission **1-800-424-9312**
8:00 a.m. - 5:00 p.m. M-F. Recording after hours, leave message.

Federal Flood Insurance **1-800-638-6620**
9:00 a.m. - 6:00 p.m. M-F. Recording after hours (only Fri. - Sun.) gives hours to call back.

Conservation and Renewable Energy Inquiry and Referral Service **1-800-523-2929**
9:00 a.m. - 6:00 p.m. M-F. Recording after hours, "Call back 9-6, M-F"

Crime Insurance **1-800-638-8780**
9:00 a.m. - 5:00 p.m. M-F. Recording after hours.

National Runaway Switchboard **1-800-621-4000**
Telephones manned 24 hours a day, 7 days a week.

Consumer Product Safety Commission **1-800-638-8326**
8:00 a.m. - 5:00 p.m. M-F. Recording after hours, can leave message.

Auto Safety Hotline **1-800-424-9393**
Recording, leave message.

Cancer Hotline **1-800-638-6694**
8:00 a.m. - Midnight, 7 days a week. Recording after hours, "We reopen at 8:00 a.m."

Veneral Disease Hotline **1-800-227-8922**
8:00 a.m. - 8:00 p.m. (Pacific time) M-F, 10:00 a.m. - 6:00 p.m. (Pacific time) Sat. - and Sun.

College Financial Aid **1-800-638-6700**
8:30 a.m. - 6:00 p.m. M-F. Recording after hours.

National Highway Traffic Safety Administration **1-800-424-9393**
7:45 a.m. - 4:15 p.m. (Eastern Standard time) M-F. Recording after hours.

Resource Person Information Sheet

Date_____Time_____a.m._____p.m.

Resource Person_____

Title/Position_____

School_____

Address_____

Principal_____Phone #_____

Teacher_____Room #_____

Grade Level(s) _____Age of Students_____ No. of Students_____

Total time for Presentation_____

Topic of Presentation_____

Background students now have on topic:_____

_____

_____

_____

Student's special interests on topic:_____

_____

_____

_____

Include the following in the presentation:_____

_____

_____

_____

A-V Materials needed: _____

_____

Presentation Format:_____

* Reprinted from the Duval County (FL) Schools Law Program, Tad Schuman, Director

Room arrangement desired: _____

_____

_____

For further information, contact: _____

_____

Contact Resource Person at: _____

Name: _____

Business: _____

Address: _____

City/St.: _____

Phone #: _____